

The Centennial
of the Birth of
Elisabeth Rogers
1819 ~ 1919

Founder of the
Rogers Hall School
in Lowell, Mass.

THE CENTENARY
OF
ELISABETH ROGERS
AND THE
INCEPTION AND DEVELOPMENT
OF
ROGERS HALL SCHOOL
IN
LOWELL, MASSACHUSETTS



1919

FOREWORD

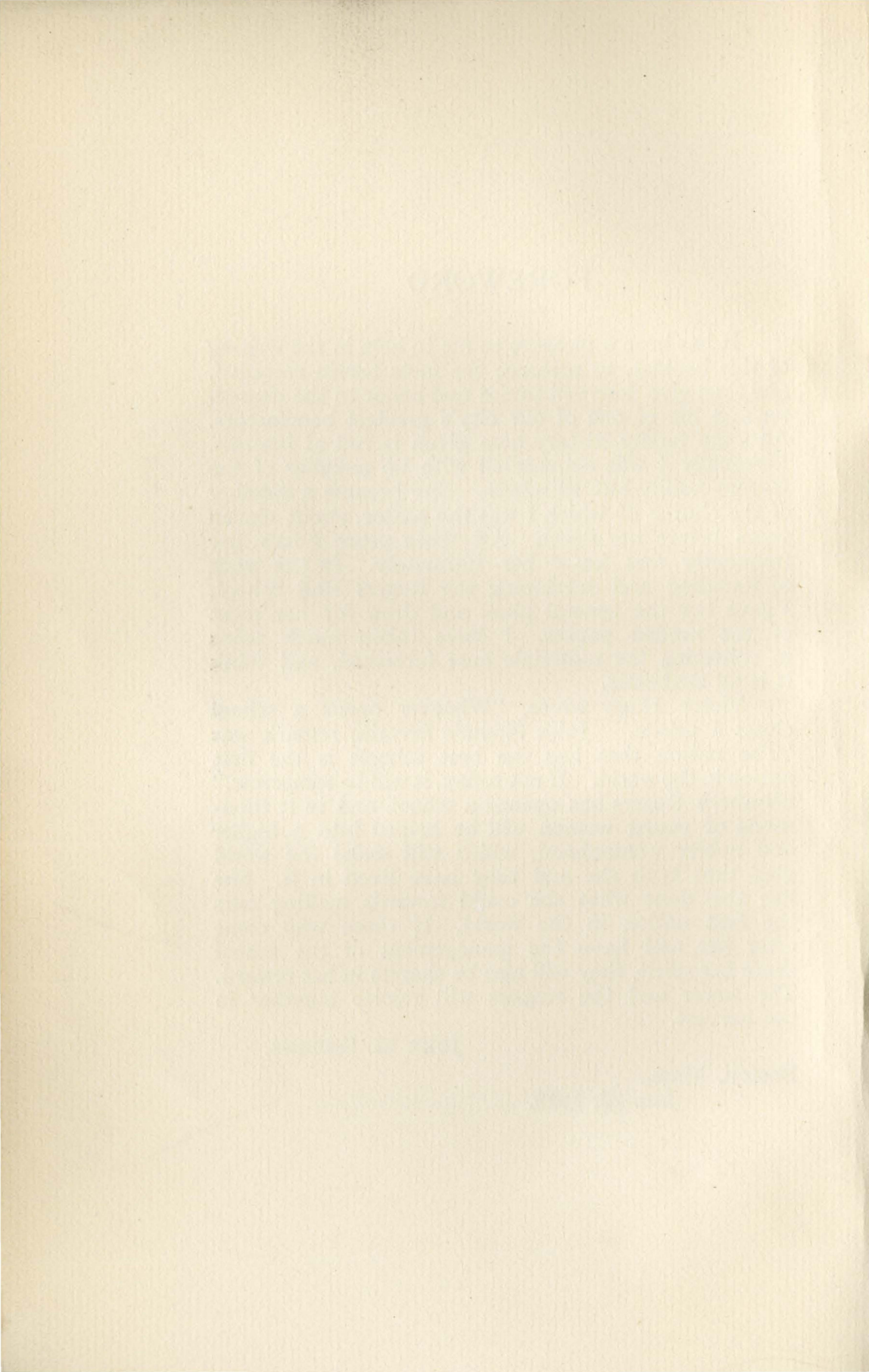
It has been a pleasure to me to help in the writing of this booklet, to preserve the facts herein recorded, and thus give deserved praise and honor to the character and life of one of our city's greatest benefactors. Also the family history here given is full of interest. Personally I was acquainted with no member of the Rogers family but Elisabeth. She became a member of the church of which I was the pastor, about eleven years before her death. All those years I saw her frequently and knew her intimately. In the work of founding and developing the Rogers Hall School, I gave her the general plan, and drew for her most of the needed papers. I have taken much pains in collecting the materials here furnished, and think it is all authentic.

Victor Hugo wrote, "Whoever opens a school closes a prison." Jules Simon's favorite remark was "The nation that has the best schools is the first nation in the world. If not today, it will be tomorrow." Elisabeth Rogers has opened a school, and in it thousands of young women will be helped into a higher and nobler womanhood, which will make the world glad that both she and they have lived in it. She has also done what she could towards making ours the first nation in the world. If those who come after her and have the management of the school share her spirit, they will also be sharers in her reward. The sower and the reapers will rejoice together in the harvest.

JOHN M. GREENE.

Boston, Mass.,

Jan. 22, 1919.





ELISABETH ROGERS

ELISABETH ROGERS

AND

THE SCHOOL SHE FOUNDED

By REV. JOHN M. GREENE, D. D.

Always a deep interest attaches to the person who has done something to make the world happier and better. Sometimes the good which people do is not immediately apparent, it is much concealed or is a long time maturing. What others do stands out at once as a great and brilliant achievement. Benefactors of humanity ought to have their names published. The real wealth of a city or of a nation consists largely of the good and wise men and women who live and have lived in it. Banks and shops, railroad and steamships are not a nation's glory, but its wise and good citizens are. The name of Elisabeth Rogers stands for much that is best in Lowell. What she was, and what she did, form one of the brightest pages in the history of our city.

I. HER FATHER'S FAMILY

Her father, Zadock Rogers, Sr., was born in Tewksbury, Mass., May 8, 1774. His first ancestor in New England was John Rogers, a grandson of the martyr of that name who was burned at the stake at Smithfield, London, England, in A. D. 1555.

Zadock Rogers, Sr., was a public spirited and patriotic citizen. He was not afraid of hard work. In 1805, when he was thirty-one years old, he bought a farm of two hundred and forty-seven acres in the northwest part of Tewksbury, his native town. The sum he promised to pay for it was five thousand two hundred dollars. The same year he married Jemima Cummings of Woburn, Mass., and settled upon the newly bought farm and began to work it, in the hope of paying for it out of its products. He had bought it on credit. When he purchased the farm there were on it a large old-fashioned dwelling house, a barn, and other out-buildings, including a cider-mill. A considerable part of the land was forest which had never heard the woodman's axe. He raised his produce on the arable acres, and with his ox-team carried it to Boston and sold it there. When in 1822 the foundations of a new city were laid just below the Pawtucket Falls, Mr. Rogers was ready to improve the opportunities of a new market for the products of his toil.

In 1837 he moved the old house in which he had resided over thirty years, and in which all his children had been born and reared, and erected the mansion which now stands on the exact site of the old one and has become known as the Rogers Hall School-House. It was considered a very fine house for the time. The principal part of the money for it was obtained as follows:

About the year 1835, Oliver M. Whipple, who built and worked the powder mills near the Lowell Cemetery, thought he had discovered, in the soil

across the Concord River from his powder mill, a fine quality of clay of which he could manufacture porcelain. The clay was in the land of Zadock Rogers. The matter of the clay was talked around and the price of the land went up. May 24, 1836, Zadock Rogers deeded to Oliver M. Whipple ten acres of land, lying on the east side of the Concord River and now forming a part of the Lowell Cemetery for ten thousand dollars. No porcelain ware was manufactured from the clay, but Mr. Rogers used the ten thousand dollars, in 1837, to build his new house. The entire cost of the house was twelve thousand dollars. The watering-place for the cattle, at the left as you enter the Fort Hill Park, was made in the side hill, because the sale of land to Mr. Whipple had cut Mr. Rogers' cattle off from the Concord River as a drinking-place when they were in the pasture.

Zadock Rogers, Sr., died in Lowell, February 16, 1844. He had lived a useful and honorable life. The Lowell Journal of Saturday Evening, February 24, 1844, contained the following under Deaths:

"In this city, 16th inst., Mr. Zadock Rogers, aged seventy years. Mr. Rogers was born May 8, 1774, in Tewksbury, a few miles from his late residence, to which he removed about thirty-nine years ago, and was one of the very few citizens who have witnessed the rise of our city from a few scattered dwellings, to its present flourishing state. A farmer by education and inclination, his industrious life has been devoted to the improvement of the general farming interest, both by his attention to his own estate, and by his exertion to maintain the usefulness

of the Agricultural Society, of which he was a member. Notwithstanding the age and occasional illness of the deceased, his immediate death was unexpected to his family, who by this dispensation of Divine Providence are called to mourn the loss of a kind and affectionate husband, a tender and indulgent father, ever solicitous for their happiness in this life, and whose dying request was that they might seek those things which would enable them to meet the summons of death with a welcome reception, and be added to the happy number of those who have been more than conquerors in death. His numerous acquaintances deplore the loss of an attached friend, and society that of a respected and valued citizen."

Mr. Rogers held no important offices in the town of Tewksbury, or in the city of Lowell. He was not an office-seeker. He was a member of the local cattle-show, and always attended its meetings and exhibited his farm products. He was at one time interested in the state militia, and did service at the annual trainings as a citizen-soldier. But he was well content with the work of his farm on week days, and the services at the Lord's house on the Sabbath. He was a public-spirited, patriotic, upright New England citizen, than which the world has no better type of manhood.

Jemima Cummings, the mother of Elisabeth Rogers, was born in Woburn, Mass., June 28, 1777, and was of good family connections.

Among the papers of the Zadock Rogers family is a petition which indicates that, before her marriage, Jemima Cummings was a school-teacher in her native town. The petition reads as follows:

“Woburn, May 19, 1803.

“We who wish for Miss Cummings to school our children three months do subscribe our names in the first column and our children’s names and age in the second column.”

Then follow seven names of parents in the first column. Evidently Jemima Cummings received a good education for a young woman at that time.

She married Zadock Rogers, December 5, 1805. It is said that Mrs. Rogers, during the earlier years of her married life, was sometimes worried and fretful. She had been brought up in better circumstances, and it was hard for her to drudge and economize as she felt obliged to in order to pay for the farm. In her last years she was, however, calm and quiet, a very model of kindness and patience.

She was a great friend of the seamen. She gave money to purchase more than twenty libraries, costing about \$10 each, and had them put upon as many ships, so that the sailors could have on their voyages good books to read. She had great pleasure in hearing from those libraries from time to time. When they were worn out, or partly so, she often replaced the old books by new ones.

Mrs. Rogers got her first silver spoons in this wise: For many years after she began to keep house she had only pewter spoons. About 1818 she felt that they could afford something better. That was about the date of Elisabeth’s birth. She then began to dry the seeds of the pumpkins raised in their fields, put them up in papers, and send them to Boston with the produce that was carried by their own ox-

team from the farm to that central market. The seeds were put into the stores there and sold, and with the proceeds of them after a time Mrs. Rogers bought one-half dozen small silver teaspoons. Miss Elisabeth Rogers kept them till 1895, when she gave them to her cousin, John Cummings. This she did to keep them in the Cummings family.

Mrs. Rogers was a great friend of the English Bible. She read it as she read no other book; it was her constant companion. During the last years of her life she made eighteen persons Life-members of the American Bible Society, by paying fifty dollars for each; and she made her pastor, Rev. S. W. Hanks, a Life-director of the same, by paying one hundred dollars.

She and her husband were members, first, of the Congregational Church in Tewksbury. Their custom was to attend church there Sunday morning. They then came home, had their dinner, and frequently attended in the afternoon the Congregational Church in Pawtucketville. Thus they paid pew rent in two churches. They thought it was necessary, for the good of the community, to keep up the ordinances of the Gospel in every village. After Lowell was incorporated as a town they became members of the John Street Congregational Church in Lowell.

Mrs. Rogers died in Lowell, January 16, 1861. The following obituary appeared in one of the Lowell newspapers:

"Died in Lowell, January 16, 1861, Mrs. Jemima, widow of the late Zadock Rogers, aged eighty-three years and seven months, greatly respected and beloved.

Resident for fifty-five years on the beautiful banks of the Concord River, near its confluence with the Merrimack, she had seen the city from its small beginnings enlarge to its present strength. For sixty years she was a professor of religion, rejoicing in hope of meeting her numerous relatives and friends in the regions of bliss, counselling her children in the knowledge of God, fulfilling the duties of the hour, instructing her own mind in Bible truth, ripening for Heaven.

"For twelve years she had been an invalid, and blind ten, but never had a murmuring word escaped her lips. Grateful for the mercies of her lot, cheered by the loving care of her children, turning her thoughts from the outward world to the wider and more beautiful realms of the spiritual, listening to her daughters as they read to her by the hour from the Bible and from other religious books, with a trustful and joyful heart she spent her declining years. She was interested in all important news pertaining to the welfare of the city and the country; she held in her retentive memory texts of Scripture and significant hymns, and often repeated them to her own heart. She expressed daily her sense of dependence upon God; she spoke of the Christian life as a warfare, severe yet full of divine compensation; manifested great solicitude for the salvation of every member of her family; was anxious to know the spiritual condition of the churches of the city; was gladdened when any were seeking the Lord; was much in prayer. Thus leaning on Christ, in full possession of reason, in the serenity of an unbroken hope, after a rapid sinking

of three days, without a regret or a pang, like an infant falling asleep, she passed away. 'Blessed are the dead who die in the Lord.' "

Rev. Mr. Hanks her pastor wrote of her: "When her vision was failing and she could not read the fine print of the Bible, she found comfort in reading the large letters upon the title-page—HOLY BIBLE—and calling to mind the precious truths which she had stored up in her memory."

There were born to Zadock Rogers* and Jemima Cummings five children: Zadock, who was born December 21, 1806, died September 25, 1864; Joseph Porter, who was born May 8, 1809, died April 30, 1870; Emily, born September 18, 1811, died March 14, 1884; Benjamin Parker, born February 19, 1814, died May 21, 1866; Elisabeth, born May 7, 1819, died December 10, 1898.

These were all born in the old dwelling-house which stood on the place when, in 1805, the father bought it.

Zadock, the oldest child was sent, when he was sixteen years of age, away from home to school, with the idea of his entering college and preparing himself for one of the learned professions. He studied in the Meriden and Derry Academies in New Hampshire, and in a school in Worcester, Mass. This shows a commendable ambition on the part of the parents for their children, and a high appreciation of the worth of education. But, after a fair trial of the schools, Zadock Rogers returned home because he showed no special taste or aptitude for book learning;

*See Note, Page 17.

and his teachers dissuaded him from attempting to become a scholar, or a professional man. His gifts, or talents were of another kind.

Zadock was the only one of the five children who ever married. He formed the acquaintance of an estimable young woman, who had employment in one of the woolen mills of Lowell. The very cream of our New England girls, the ones who afterwards were school teachers, and magazine writers, and heads of influential families, were then in the mills in our new city, working at its looms and superintending its manifold industries. Harriet Augusta Bradley was the name of the young woman who, July 11, 1861, married Zadock Rogers, Jr. She was born in Woodstock, Vt., March 20, 1828. She was an intelligent, Christian woman, a member of St. Paul's Methodist Episcopal Church, in Lowell, and made for her husband a pleasant home during the three years of their married life. They resided on Ash Street in Lowell. Some years after her husband's death, Mrs. Rogers moved to Centralville, Lowell, where she dwelt happily many years, dying there Sept. 28, 1902, much esteemed and beloved by all who knew her. A son, John Zadock Rogers, was born to them May 29, 1863. This son was the only grand-child of Zadock Rogers, Sr. He fitted for college in the Lowell High School, and entered Dartmouth College in 1879; but left college before graduation and became a writer for newspapers and periodicals. He married Sept. 3, 1884, Mattie Elizabeth Morey, a daughter of Dea. William and Esther W. Morey of Lowell, Mass. She was before her marriage a student in Wellesley College

one year, in the Teachers' Special Course. John Zadock and Hattie Elizabeth (Morey) Rogers had three sons: Richard Zadock Rogers, born in Winchester, Mass., May 22, 1886, and Harold Bradley, and Herbert Wesley Rogers, twins, born at Cape Porpoise, Me., June 19, 1890.

John Zadock Rogers, the father of the three sons just mentioned, died in New York City in the year 1911.

Joseph Porter, the second child, was never vigorous and strong. In the work on the farm he was always favored, and the lighter and easier tasks were given him. After his brother Benjamin died, he was not able to take the lead in caring for the farm, but the burden of responsibility and management fell upon his sisters. On the morning of April 30, 1870, his lifeless body was found in his bed. To all appearances he had passed away painlessly during the night.

Emily, the third child, was remarkable in many particulars. More than any other of the children she was fond of books. When she was eighteen years of age (A. D. 1829), she was sent to Ipswich, Mass., to attend Miss Grant's School, in which Mary Lyon was then a teacher. Mary Lyon became, in 1837, the founder of Mt. Holyoke Seminary, now College. At the school in Ipswich, Emily received a deep impression as to the value of the Bible and the importance of personal consecration to God. She was in that school about two years. When she returned home she devoted herself to the duties of the family; but she was a constant reader of the Bible

and other good books. She was, after the failure of the mother's health, the leader in the household duties, and Elisabeth led off in the out-of-door work. Emily seemed to be the genius, the leading intellectual and spiritual power, among the children. It was she who suggested that a large donation be made to the American Bible Society. She suggested that the mansion in which they resided be devoted to a girls' school.

Emily had desirable offers of marriage. When one of them came, she referred it to her mother and sought her advice; but her mother wisely told her she must decide the matter for herself. She did decide not to be married. She had a resourceful, independent mind, and did not, so much as her sister Elisabeth, feel inclined to seek the advice of men about their work and business affairs. For the time, she was a very progressive woman in her ideas; she would not employ a man as her physician. She believed in the competency of women to do things which men do. Her experience with men in business had not always been pleasant. They had often shown a willingness to take advantage of a woman. Therefore she emphasized the importance of educating girls, so that they can take care for themselves. After the death of their brother Benjamin (A. D. 1866), the two sisters lived for many years a somewhat secluded life. They went to church on the Sabbath, and had only a few intimate friends among their neighbors. They were noted for their integrity and uprightness, and their industry and frugality. Emily died in Lowell, March 14, 1884.

The fourth of the children was Benjamin Parker, born February 19, 1814. He was, in natural gifts, the favored son and brother; he had business talent and took the lead in all the out-of-door matters. He was active and public-spirited, and had much better health than his brother Joseph Porter. He was the first one who sold milk from a milk-cart to the people of the rising city of Lowell. He caused to be made for his own use the first tin milk-can used in the City of Spindles. He was a man of enterprise and energy, a first-class farmer, as his father had been, and he made money in the milk business.

On his dying bed, Benjamin made his will and gave his property, *i. e.*, his interest in the Rogers estate, to the John St. and the High St. churches in Lowell. The family then worshipped at the John St. church, and Judge Crosby, who wrote the will, worshipped at the High St. church. Afterwards the two sisters and the remaining brother made a settlement with the two above named churches, and bought out their claims for three thousand dollars each. They were at that time much opposed to dividing the farm. They wanted to keep it just as their father left it. After their brother Benjamin's death (1866), Emily and Elisabeth ran the farm twelve years, Emily caring for what was to be done in the house, and Elisabeth looking after the work on the farm, the gathering and disposing of crops, etc. Prudent and industrious as they were, it was hard to make the ends meet at the close of any year. They after a time gave up trying to work the farm, and began to form plans for giving their property away.

NOTE: See Page 12.

Ancestry of Zadock Rogers, Sr.

1. John Rogers, grandson of the English martyr, b. in 1612 in England; was a freeman in Watertown, Mass., in 1639; probably settled in Billerica in 1656; that year a grant of land was made to him in Billerica to erect "a kitchen-house on." From this and other things it is supposed he was a baker. He died in Billerica, Jan. 23, 1686. He m. in 1640 Priscilla Dawes of Boston. She d. April 21, 1663.

2. John Rogers son of (1); b. Sept. 11, 1641 in Billerica; d. Aug. 3, 1693; m. Oct. 10, 1667, Mary Shed. She was b. March 8, 1648; she d. in Billerica, Aug. 17, 1688.

3. John Rogers son of (2); b. in Billerica Dec. 13, 1680; d. in Billerica July 7, 1736. He m. Abigail—in 1709. She d. Jan. 9, 1754, aged 73 yrs.

4. Timothy Rogers son of (3); b. in Billerica Nov. 30, 1717; d. Feb. 6, 1796; m. Ruth Parker. She was b. Oct. 12, 1729; she d. Dec. 15, 1800.

5. Zadock Rogers, Sr., son of (4); b. in Tewksbury May 8, 1774; d. in Lowell Feb. 16, 1844. He m. Jemima Cummings of Woburn Dec. 5, 1805. She was b. in Woburn June 28, 1777; d. in Lowell, Jan. 16, 1861, aged 83 yrs. 6 mos.

It is thought that John Rogers (1) and therefore Zadock Rogers, Sr., were in the direct line of descent from John Rogers, the first Marian Martyr, who was burned at Smithfield, Eng., in 1555.

II. THE TWO SISTERS' GIFTS TO THE PUBLIC

The two sisters were public-spirited, and they found it easy to make their large gifts to the public. Giving was a delight to them. Their first large gift was one of fifty thousand dollars to the American Bible Society, whose headquarters are in New York City. The receipt for this donation reads as follows:

"Bible House, N. Y., Mar. 10, 1883.

"The American Bible Society hereby acknowledges the receipt of Fifty Thousand Dollars from Emily Rogers and Elisabeth Rogers, of Rogers Farm, Lowell, Massachusetts; and it is agreed that this sum is accepted as a trust in perpetuity to constitute a memorial

fund to be known as the Zadock Rogers, Sr., and Jemima Rogers Fund of Lowell, Massachusetts (Parents of Emily and Elisabeth Rogers, the donors), the principal of which Trust Fund is to be forever invested, and the annual income therefrom *forever* used for the general work of circulating the Scriptures under the direction of the Managers of the American Bible Society in the City of New York.

“For the American Bible Society,

“A. S. TAYLOR,

“Assistant Treasurer.”

This was the largest single donation which the American Bible Society had ever received. The above donation needs no comments. Nothing but pure benevolence, and an enlightened Christian spirit, could have prompted the sisters to do that. There is no selfishness in it. It is the fruit of a sincere desire to do good, guided by intelligence. The Bible is the foundation of our Christian civilization. It is the bulwark of our civil, political and religious liberties. It is the pillar of fire to guide us by night, and the pillar of cloud to protect us by day. The English Bible is the best English classic. It is the author and protector of the Christian family and the Christian home. It is the friend of popular education. Wherever it goes the school and college follow. The Bible makes nations and individuals virtuous, and therefore great. It teaches the way of happiness in this life, and of eternal salvation and joy in the life to come.

This donation is a monument of two loving daughters, erected to the memory of their parents; and is more enduring than brass, and more beneficent than gold or rubies. God's word will never perish, nor will the memory of those who publish and proclaim it.

The next large gift of these two sisters was made to the City of Lowell. This was the Rogers Fort Hill Park. It consists of thirty acres of land which will forever be the property of the city for a public park. This gift was accepted by the city in 1886. Though this was two years after the death of Emily, she was a donor of it as really as her sister Elisabeth. For, fifteen years before Emily's death, they had talked this matter over, and decided to make this gift to their city; and they were, all the intervening time, planning how they could, in the wisest way, accomplish their object. It was finally brought about by expending twenty-five thousand dollars on the land in grading, in walks, and in shrubbery, thus putting it into such a condition that the city would need to be put to little or no expense if the gift were received. This donation had an estimated money value of seventy-five thousand dollars. This is certainly a munificent gift. Miss Elisabeth Rogers (and she acted as well for her deceased sister) showed, in this gift, her regard for what is highest and best in municipal conditions and in individual character, when she attached to the acceptance of the gift the pledge of the city that intoxicating drink, and gambling in any form, should be forever excluded from the grounds thus donated.

Devotion to their parents is manifest in this gift also. It is named "The Rogers Fort Hill Park" in honor of their father and mother. As the years go on and this city becomes larger, this park will be enjoyed by countless thousands, who will bless the memory of the two women who were thoughtful enough for the needs of tired and weary humanity, to furnish this resting and recruiting place for them on the banks of the gently flowing Concord River.

The third large benefaction, to which the name of Elisabeth Rogers is attached in our city, is the Rogers Hall School. The influence of her sister Emily is apparent here also, as in the other two public donations. The two sisters were of one mind and one heart with respect to all their charities. Elisabeth, in the matter of the Rogers Hall School, is only carrying out Emily's expressed wish and desire.

To give anything like an accurate and full account of this donation, I need to state briefly some facts which preceded and led to it.

On the pleasant afternoon of September 20, 1887, Dea. Sewall G. Mack called at my study in the parsonage on Westford Street in Lowell, Mass., and said that Miss Elisabeth Rogers wanted to see me about the founding of a school in our city. She with Mrs. Foss had called on Dea. Mack at his home on Pawtucket Street, the day before, to ask him about this matter of a school. He advised her to consult me as being more acquainted with such matters than he was. Miss Rogers had been a member of my congregation several months*, but had not yet

*Miss Rogers hired a seat in the Eliot Church, October 1, 1885.

become a member of the Eliot Church. I told Dea. Mack I would go and confer with Miss Rogers any time that would be convenient for him and her. We fixed upon the afternoon of the next day; at which time he drove over to my house, took me into his carriage, and then drove to Miss Rogers' home on Rogers Street.

In that interview she told me that her sister, Emily, who died three years before, had expressed the desire that a school for girls might be established, on their homestead, with their property. She wanted to know if I thought such a plan was feasible. I told her that in my judgment it was feasible, and a much needed institution in Lowell. We had good city public schools; but we needed also a first-class endowed school. There could be no doubt of its success, if it should be wisely inaugurated and conducted. She asked me if I drew up Miss Sophia Smith's papers and plans for the founding of Smith College. I told her I did. She asked me to do a similar work for her, *i. e.*, write out for her what I thought would be a good plan of a girls' school in Lowell. I promised to do so and report to her at a future time. In a few days I drew up the papers for a Rogers Institute to be founded upon the Rogers estate; and I read the paper to her. She was pleased with the plan of a school which I presented in the paper, and she employed a well-known citizen of Lowell, George F. Richardson, Esq., who for some years had been her legal advisor, to write her will and embody in it this plan of a Rogers Institute. Mrs. Foss and myself were present in the room now used as the library for

the school, when the will founding the Rogers Institute was read and executed. This was in the month of November, 1887.

It ought to be stated here that Dea. Sewall G. Mack heartily sympathized with the idea of such a school. He was an unselfish and large-minded man, a friend of education, and gave his influence always to promote it. He freely gave his time and money to help anything which would add to the religious, moral, or educational welfare and growth of his city. Miss Rogers esteemed him very highly. It was at his suggestion that, in 1892, she added a codicil to her last will, in which codicil she forbids the Trustees ever using, to defray the current expenses of the school, or for any purpose, more than one fourth of the principal of the fund donated by her in her will. The remaining three fourths must be kept as a permanent fund for the perpetual maintenance of the school. And that one fourth can be expended only for the objects specified in her codicil.

The Rogers Institute, founded as above stated, was to be opened within the two years next following Miss Elisabeth Rogers' death. Thus Miss Rogers' plan for a school rested during the next four years. Under May 26, 1891, in my Diary, I find the following entry: "This morning Miss Elisabeth Rogers came to my study in great trepidation of mind. She had read an article in the Lowell Courier (May 23, 1891), about a Mrs. Underhill of Boston who purposed to open in this city next autumn a school for girls. Miss Rogers also fears that the city will lay out a street through her land west of her house, and thus cut

off a portion of her beautiful front yard. After talking the whole matter over, we think it may be best immediately to erect a school building on the ground west of her house, and open the Rogers Institute there next autumn. This will anticipate Mrs. Underhill's school, and stop the laying out, by the city, of the new street. Miss Rogers has really pre-empted the ground for her school, and she thinks she has the prior claim to it."

Soon after this I suggested to Miss Rogers that we should go to Boston and confer with Mrs. Underhill; then we should know the facts in the case, and perhaps we might arrange something which would meet the wishes of both parties. She accepted the suggestion and we the next day, June 4, 1891, went to Boston and found Mrs. Underhill in Miss Barr's School on Marlboro Street. We put before Mrs. Underhill a general plan of the Rogers Institute which Miss Rogers had, in her will, founded on her estate in Lowell. Miss Rogers was willing to spend a sum not exceeding forty thousand dollars to erect and equip a school building, so that the school could be opened in the autumn of 1891. I wrote the proposition of Miss Rogers out, and June 8, 1891, carried it to Mrs. Underhill in Boston. But Mrs. Underhill had so far completed her plans for a school that she could not easily change them. Therefore the whole matter was for a time dropped, and Mrs. Underhill went forward and opened her school in Lowell in the autumn of 1891, in Mrs. Williams' house, corner of Nesmith and Andover Streets.

In March, 1892, Mrs. Underhill called on me, and said she was then free to make an arrangement with Miss Rogers. She would like to carry out some such plan as Miss Rogers had proposed the previous June. I immediately saw Miss Rogers, and talked the whole matter over with her, advising her strongly to make some terms with Mrs. Underhill, who, I thought, was eminently qualified to do the work of instituting and building the new school. I had visited her school in Mrs. Williams' house and had no doubt she could do Miss Rogers' proposed work.

After further consideration, it seemed best to abandon the idea of erecting a new school-building on Miss Rogers' grounds, west of her house. The fear of opening a new street there had subsided in Miss Rogers' mind, and she was fully persuaded that the wisest course was to devote her colonial mansion to the use of the school, and build a smaller house, for herself to reside in, on her own grounds.

She said her sister, Emily, often expressed the wish that the large house itself, in which the Rogers family had resided since 1838, should be devoted to a school for girls. March 21, 1892, I called on Miss Rogers with Mrs. Underhill, and the whole matter of a school in her family mansion was talked over. Miss Rogers decided at that time upon the plan of remodeling her mansion and furnishing it for school purposes, and opening the school in it in the autumn of 1892.

The month of April, 1892, was a hard and vexing one. Strong adverse influences were brought to bear upon Miss Rogers, and obstacles were interposed

to defeat the plan of founding a school for girls in our city with her money. It tried the courage and patience of Miss Rogers and Mrs. Underhill, as well as myself; for we had no time to waste in needless delays, if we would open the school in the next autumn. Finally, on the last day of April, 1892, after much entreaty and prodding, and threats, the difficulties were overcome, and the charter of the Rogers Hall, with the other needed papers, came into existence. Gov. Frederic T. Greenhalge deserves great credit for his energy and skill in railroading the charter through soon enough to save the property, donated for the school, from another year's taxes.

At that time, April 30, 1892, Miss Rogers deeded, to thirteen Trustees, her Colonial Mansion and forty-three thousand and fifty-three square feet of land, in the midst of which the mansion stood. The property, including the cost of repairs, was estimated at forty thousand dollars. The cost of the repairs was fifteen thousand dollars.

The first contract between the Trustees and Mrs. Underhill was in 1892. The work of repairs on the buildings began immediately. Hon. Charles H. Allen took the laboring oar of the repairs committee, and he gave much valuable time and service to the work. He was also Treasurer of the Corporation. The repairs were completed so that the public services of the Dedication of the Rogers Hall School-House were held in it Oct. 5, 1892.

That was a red-letter day for Miss Rogers. Few of us can realize how much it meant to her. She had voluntarily left the house in which, with father

and mother, brothers and sisters, she had dwelt fifty-four years, and devoted it to the high and holy uses of a girls' school. She was a firm believer in education, and sincerely wished she herself had had more of it. She was willing to make great sacrifices that others might enjoy what had been denied her. She showed a degree of the altruistic spirit which is rarely seen. Her devotion to her sister was very beautiful. She seems to have had in her mind that this school would be a monument to honor her sister. The two sisters had made the contribution to the American Bible Society and the gift to the City of Lowell of the Fort Hill Park, monuments to honor and perpetuate the memory of their parents. That is expressly stated by the sisters in the deeds of the gift. And here, in the dedication of this stately colonial mansion to the sacred uses of a school, Elisabeth Rogers takes the utmost pains to have it known, that the honor of the idea and purpose of this school-gift belongs to her sister, Emily. Unselfishness could go no further. Elisabeth Rogers claimed in opening the school no honor for herself, though she was the chief actor in all that was done. That fact makes her deserving of the highest honor and of endless praise.

The school opened for the reception of pupils on the morning of October 6, 1892. It enrolled, the first year, eleven teachers and fifty pupils. Nine of the fifty were house or boarding pupils, and forty-one were day pupils.

Mrs. E. P. Underhill, the Principal, received from Smith College, at its Commencement in June,

1892, the honorary degree of A. M. This was a well deserved recognition of her skill as an educator, and helped her as principal of the new Institution.

The work done in the school, from the first, has been thorough and of the highest and best kind. The aim and determination from the outset has been to make The Rogers Hall School one of the best schools for girls in our country. There has been no tolerance of superficiality or slight in any department.

Mrs. Underhill carried forward the work of the school with great zeal and wisdom. She deserves much commendation for what she accomplished. Few persons in our city thought the establishment of a school for girls on the Rogers estate would be a success. There were so many schools in our Commonwealth which would be competitors for pupils, it was feared there would be none left for The Rogers Hall. But the pupils have come, and the school has achieved a high place and an honored name in the educational world. The Rogers Hall School graduates have won many honors in the colleges to which they have gone, and have been the recipients of marked attention in the social life into which they have entered.

Miss Rogers had at its opening no definite idea as to what The Rogers Hall School should be. She only wanted it to be such a school as would train up young women in knowledge and virtue, in sound learning and religion, and fit them to accomplish the most good to her city, to the church, and the world. The charter prescribes that it shall be a school for girls only, and that it shall be Christian in its character;

and each contract with the Principal requires that it shall fit girls to enter our best colleges for women, or give them culture and training equivalent to that.

As would be expected, Miss Rogers in her last years sometimes thought the old Puritan ideas of her childhood were discounted in the school culture and training of today, and that money was expended more freely in educational equipment than it was when her sister, Emily, went to the Ipswich School. Like most aged people she lived in the past, and it was not easy for one of her training and economical habits to keep abreast of this rushing age.

Taking the matter of the school as a whole, Miss Rogers showed a remarkable degree of self-sacrifice, liberality, and willingness to support the Trustees and the Principal in carrying out their wishes, with respect to what the school should be and do. That she should offer to vacate the house which had been her home for more than fifty years, and build a new and smaller one to dwell in and die in, is what very few women or men at her age would be inclined to do. But that was her deliberate choice and preference; and she set herself about the accomplishment of the plan, in all its minute details, with a courage and vigor which are beautiful to contemplate.

Miss Rogers lived to see the school struggle through its incipient stages, and become, in the number of pupils and in its reputation for thorough training, well established. The Principal had for several years much to contend with in the new enterprise, but with undaunted spirit she pressed on year after year, full of hope and courage, determined to win a victory.

She put her very life into the work, and her success has been complete. She had a right royal assistant in her sister, Miss Parsons, who was well equipped for the work, and was growing each year in thoroughness and efficiency as a first-class classical educator. The reports of The Rogers Hall students from the colleges were each year more and more favorable. Some of them became leaders in their classes. They had an all-round education, an education of the body as well as of the mind, and it has fitted them in any place or position to do well their part. They all showed that their preparatory school held a high rank among the best fitting schools in our Commonwealth.

Miss Rogers, before her death, felt assured that her founding of a girl's school in her city was not a mistake. She was a woman of but few words, but she more than once said to me that she had great comfort in the fact that she had given her money to such a worthy object. She lived to see the school pass through six full years of its existence, and well started on its seventh. The Rogers Hall ship had been launched, and had given proof that it could sail, and she rejoiced.

By her last will Miss Rogers gave all her property, a few small bequests excepted, to endow The Rogers Hall School. The legacy amounted, according to the executor's inventory, to \$130,022. It was small as an endowment and very inadequate to the growing needs of the school; but it was all she had. The school will be in constant need of funds for new buildings and for an enlarged library. Miss Rogers laid a good foundation, and it was hoped that the friends of

our city and of education would add to what she had done, such funds as should be needed to keep this institution in the front rank of schools of its grade. All schools and colleges, if they prosper, must have the support of liberal and public spirited friends. Miss Rogers' gift was a benevolent contribution to the sacred cause of education, and she appointed Trustees to administer it. The school which she established is a public institution, as much so as Harvard or Wellesley College is. The sum given by her to found and endow the school, including what she deeded the Trustees in 1892, was about one hundred and seventy thousand dollars. It is in the strictest sense a public charity, just as any private citizen's gift for the founding or endowing of a college, or a library, or a hospital, for the sole benefit of the public, is a public charity. The Trustees of The Rogers Hall School have so regarded Miss Rogers' donation, and they have therefore, gladly rendered abundant and gratuitous service in caring for the funds and in administering the affairs of the school.

Conspicuous among those who have given much valuable service to the building of this school, is Gov. Charles H. Allen, who, in the year 1892, when the Rogers mansion was converted into a school-house, surpassed all the other Trustees in the amount of work which he did. During four months of that summer and autumn he was on the ground a part of almost every workday, directing the workmen and supervising the changes that were made in the building. Gov. F. T. Greenhalge and Hon. Joshua

N. Marshall gave much time and thought to the opening and early development of the school. Judge S. P. Hadley, Judge John J. Pickman, Hon. Charles A. Stott, Mr. Arthur G. Pollard, Mr. E. D. Holden, Mr. Franklin Nourse, James F. Savage, Esq., Dr. A. St. John Chambre, Clarence W. Whidden, and others, have without stint given their time and service to forward and complete the work which Miss Rogers by her gifts had so nobly begun. They have been Trustees of the school, public-spirited citizens, friends of our city and of the cause of education, and they have always shown themselves glad to render abundant and gratuitous service in promoting the interests of this school.

Miss Rogers' school is a valuable asset to the city. It brings into the city many thousands of dollars every year from pupils who come from other towns and cities; and it retains in our city many thousands of dollars which would, but for this school, be expended by our citizens to educate their daughters in other towns and cities. The better we can make the school and the more attractive, the greater will be the profit which the city derives from it. The school also elevates the social, intellectual, and moral character and condition of the city, and makes it a more desirable place of residence; and thus it increases the value of property in Lowell. This shows in part the charitable element in Miss Rogers' donation to our city. The same element appears in what the school gives to the general public. Like all endowed schools and colleges, in any part of the Commonwealth or nation, this school is a public benefit, in

that it gives one more bright and healthy spot, one more center of light and joy, on the map of the world.

Elisabeth Rogers was the last of her family to pass over to the peaceful shore. She died in her new house in Lowell, December 10, 1898. She was most faithfully and kindly attended, during the last thirteen years of her life, by Mrs. Susan F. Foss, who was a friend indeed to her. An own sister could not have done more for her.

III. LIFE AND CHARACTER OF ELISABETH ROGERS

To get an idea of the kind of life she lived and the character she formed, let us consider, first, the social conditions of her childhood and youth.

She was born in the town of Tewksbury, Mass., May 7, 1819, the very month and year of Queen Victoria's birth. We cannot have much of an idea of the social conditions prevailing in 1819, until we go back in our thoughts and find, that then James Monroe was in the first term of his presidency of the United States; that the population of our entire country was only nine and one-half millions; the population of Massachusetts was only 523,000 which is less than the present population of the City of Boston. At that time there was not an incorporated city in our Commonwealth. Boston was only a town of 40,000 inhabitants, and Tewksbury had only 1008. There was then no urban population in our Commonwealth; it was rural from the Berkshire Hills to the Cape Cod sands.

"The old red school-house" was not a thing of the imagination, but the grimmest reality to Elisabeth Rogers in her youth. The school she first attended stood on the north side of Andover Street, only a few rods west of the Trull homestead, which stands at the head of the Clark Road. To reach this school-house she went from her father's house east over the hill near Dea. Cumnock's house on Belmont Avenue. She attended that school only in the summer, and then, on account of her feeble health, only irregularly. A part of the way the road to the school-house lay through the woods, and what she remembered especially was that, returning home from the school in the evening shadows, she used to run with great terror through the woods, because the roguish boys would hide in the bushes by the wayside and surprise and terrify her, a timid little girl, and then laugh and shout to see her scud away down the road like a frightened deer. Perhaps she got her strong aversion to boys partly from those childhood experiences.

As a little girl she did not have many dolls,* or playthings of any kind.

When she was ten years of age Lowell had become incorporated as a town, and she attended a Grammar School on Chapel Hill, the teacher being one of Lowell's famous schoolmasters, Joshua Merrill. This school was nearer her home, and easier of access than the little

*"I will tell you of Miss Rogers' little doll, the only one she ever had. She said that when she was a girl she had work to do instead of playing. We found the doll in the old garret in a little box of treasures. It was made from a corn cob, the large end fashioned into a face with a quaint little cap on its head. It had neither arms nor legs, but evidently she loved this little substitute as well as girls nowadays love their Parisian dolls, because she preserved it and kept it among her choicest things."

—Mrs. Susan F. Foss.

red school-house, and taught something more than the three R's ("Riting, Reading, and Rithmetic"), which a lord mayor of London has immortalized; yet the course of study in the school on Chapel Hill was quite meagre as compared with the course in the Grammar schools of this day.

In 1835 and 1836 she was a member of the Lowell High School. This school was kept at that time in the old Bartlett School-House on the North Common, and Franklin Forbes was the principal, and James Russell taught the mathematics. Three ladies are now (1905) living in our city who were pupils with her in the High School at that time.

As a scholar in the schools, she was especially good in mathematics. She never asked any one to do her arithmetical examples for her, for she felt abundantly able to perform them herself. She had a quick and strong mind, and formed the habit of close attention. If she had had the school opportunities of the girls of today, she would have become a fine scholar.*

There were no mills in Massachusetts, in 1819, for the manufacture of cotton and woolen goods. The work now done by the power-loom was at that time wrought out by hand in the homes. Girls were then taught to do all kinds of housework, even butter and cheese-making, and often spinning and weaving.

*Two years after the above was written I received a letter from Mrs. Foss in which she says of Miss Rogers: "I am sure if she had had some of the advantages children have now, she would have made a very brilliant scholar. She had a keen, bright mind, quick and comprehensive, and a remarkable memory. The course of studies was limited in those days, but mathematics was her strong point. Never in her long life did she have to employ any one to do her figuring, or compute her interest, and she considered it almost a crime not to be a good reader and speller."

They were their own milliners and dress-makers; and they often developed great artistic skill and taste in the use of the shears and needle.

But in Elisabeth Rogers' youth a great revolution started in the industrial and domestic life in New England. The first cotton mill in Lowell began its operations in 1822, when she was three years old. The manufacture of woolen goods in large mills began soon after. What the outcome of this would be upon the New England homes no one could tell. The wiseacres were asking what the women would do when their occupations of carding, spinning, and weaving were taken from them.

The flax product of New England was also considerable. The foot spinning wheel for flax was in most of the homes. At her death Miss Rogers left quite an amount of the family's product in the manufacture, three-quarters of a century before, of linen towels, linen under and outer wear, and linen sheets. She also left woolen goods which in her own home, and partly probably with her own hands, had been manufactured into dresses, sheets and blankets. These facts help us to understand how the youth of the founder of this school was spent. She learned to do all the varied kinds of work done in the New England farmer's home. She could milk cows, and turn the milk into butter and cheese. She could sew and knit, and knew how to spin and weave. Many New England girls could then make not only their own dresses, but the coats and trousers, and the frocks and overalls, worn by their fathers and brothers.

Beside the education which this girl Elisabeth Rogers got in the public schools, she was, in her father's home, well trained and furnished with all that pertains to the practical and domestic side of life. In constitution she was far from robust; but her knowledge and practice of household duties developed hardness of muscle and physical strength. They gave her also a spirit of independence. If she wanted a meal for the family, or for guests, she knew how to cook it. She had learned the art, not from cook-books, but in the best of all ways,—by actual experience in cooking.

She had but little of what is called society or companionship in her youth. Her only sister was nine years her senior, and she really had no girl companion to play with. The family went to church on Sunday twice and heard long, Calvinistic sermons. The preaching of that day may have been able and sound, but in too many cases it was awe-inspiring, sombre and depressing. The love of God, and the joy of the Lord, were too often left out; the gospel (good news) was not in its richness and fulness always told.

Sunday-schools were just coming into existence in her girlhood, and prayer-meetings too; but they probably did not affect her life at all. The family lived too far from church to get the benefit of them.

She rarely attended the social parties of the young people of the community. Her mother was strongly opposed to dancing and card-playing, and did not look with favor upon some of the other prevailing youthful customs. Both the daughters inherited their mother's views and feelings in these

matters. Their diversions, therefore, were few. Their social circle was very limited. Their nearest neighbor, at the time of Elisabeth's birth, was a mile distant; there was only one house between them and Pawtucket Falls; and they were so fatigued and weary with the daily duties in the home, that there was little strength or desire for even the innocent gayeties of social life. Their home was not only much isolated in Elisabeth's earlier years, but it was almost in a wilderness. Fort Hill was covered with woods and bushes down to the roadside of what was then called the Tewksbury road, known now as Rogers Street.

The Zadock Rogers family, like all the families of that day, had only a few books in their home. The English Bible they had, and it was most highly prized; and a chapter of it was read in the family gathering every morning, and a prayer was devoutly offered by the father, who was a sincere lover of God and humanity, and a true priest of righteousness in his household. He offered up the pure incense of prayer, praise and thanksgiving daily for his family and for the world.

Fox's Book of Martyrs, illustrated, was in that home, and well read too. So were Bunyan's Pilgrim's Progress, and a copy of Isaac Watt's Hymns, which were then sung in the churches. Add to these, Watts on the Mind, Scott's Commentary on the Bible, a few religious biographies, the Farmer's Almanac, and a weekly newspaper, and you have the printed intellectual pabulum of that home. Two of the best and richest books in the English tongue, however, they had. The Bible and Pilgrim's Progress

are in the highest sense classics, formers of exalted and noble character, as well as awakeners and inspirers of the mind; food they are for the soul, the heart, and spirit, and also for the intellect. There is more in those two books to make a home successful and happy, and to create human lives which are pure, exalted, and perfect, than you find in many large and costly libraries without them.

Secondly, consider her ingrained spirit, and fixed habit, of economy.

If there was one lesson that was deeply impressed upon the mind of Elisabeth Rogers in her youth it was that of economy. In the Latin Reader which we studied sixty years ago was the maxim: "*Oeconomia est magnum vectigal*; Economy is a great revenue." That is a good thought to teach a boy or girl. One of the greatest of English statesmen said in the British Parliament, that his wealth consisted not so much in the greatness of his estates, and the largeness of his incomes, as in the fewness of his wants and the smallness of his expenditures. Benjamin Franklin used to say that a penny saved is equal to two pennies earned.

The Rogers family had undertaken a great work, when they bought their farm, in 1805, and set about paying for it with the income of their honest labor. Taxes and interest money were heavy weights. The products of the farm brought in but little money. The strictest economy was necessary to rear a family, and at the same time pay for the large farm.

But Zadock Rogers and Jemima Cummings were equal to the task. It was a hard pull, but they pulled

together, and kept on pulling; and victory crowned their efforts. Not many new dresses did the girls have; not many bows and ribbons were on their bonnets; not many flounces or furbelows in their dresses; but they had what was better—the consciousness that what they wore was their own; it was paid for with good, honest money. Not any sheets of music, not any piano, in their home; but there was the joy and gladness in the soul which come from pure and holy living, and from a sweet and humble walk with God. There is sometimes a prejudice against economy, as if it is mean and degrading. We admit that, if one has an abundance of means, it indicates a smallness of soul if he is parsimonious in his expenses. Such a one owes it to the public to be generous in his habit of living. But if one has not the means, it is simple honesty to be frugal. If it is mean to be economical, it is a crime against the laws of God and man to spend extravagantly what is not one's own.

Elisabeth Rogers was trained up to be self-reliant and economical. Those virtues became ingrained habits with her. She never asked her parents to get for her what she could get for herself. She liked to be independent and feel that she could accomplish something in the world. The following from a letter sent me by Mrs. Foss tells how the girl, Elisabeth Rogers, got her first English dictionary:

"She was in the Grammar School on Chapel Hill. Her sister had a dictionary, and Elisabeth saw the value of it and resolved to get one herself. After waiting patiently the opportunity came. One of

her father's sheep came to its death by accident. Her father gave her the pelt. She pulled off the wool, and Polly Rabb, a person who did odd jobs around the neighborhood, carded and spun the wool by hand into yarn for her. Of this yarn Elisabeth Rogers knitted a pair of men's hose (she called them footings), which she carried on foot to a store at Middlesex Village, and sold them for twenty-three cents. Then she put with this sum fourteen cents which she had earned by digging and selling dandelion greens, and the two sums made 'two and three pence' or thirty-seven and a half cents, which was the price of the dictionary. She valued it highly when she had secured it; and she kept and used it many years.

"This may seem to prove that Elisabeth Rogers as a girl had a very hard life; but it did not seem so to her. She had unbounded confidence and love for her father and mother, and it was a joy and delight to her to be useful and helpful. I believe that on the whole her early life was a happy one, and the capabilities which were developed in her by the necessities of the situation were of great value to her in after life."

In her estimation economy and thrift were virtues. They never in her sank into meanness or parsimony, but were high and inspiring principles of action. In early life she strove to save money, not for the sake of possessing, but for the freedom and security she would have if the family could be free from debt. Also the innate ideas of justice and right were to her fundamental principles of a righteous and noble character. It is not wrong or degrading to husband

our resources that we may be independent and able to assist others. It is our duty to make sacrifices, if need be, to keep ourselves out of the poor house, and to aid those who by misfortune or necessity are indigent.

It would have been very strange, if one, brought up as Elisabeth Rogers was, had not been economical. She was the very soul of justice and honesty. She showed the greatness of her spirit in that she was never mastered by her frugality. She could save, but she could also open wide her hand to give. She was prudent in her use of money, she had the habit of saving; but towards all good objects she was liberal and generous. Her public charities show that she knew how to spend money as well as how to save it. She was not a miser.

Thirdly, consider the quaintness which was very marked in both her speech and manner. She had a large fund of native wit, humor, good nature, pleasantry. She was clever, both in the English sense of capable, skilful, and in the American sense of obliging, complaisant, of an agreeable mind and disposition. She was good company, always had something to say, and said it in her own way. There was no evidence of effort to be or appear smart; but to be simply herself. Her descriptions of persons were often original and striking. She would use a simile drawn from the farm, or the poultry yard, with great effect. She understood nature from her personal observation and practical dealings with it, and she did not need to use second hand illustrations drawn from it. In a single sentence, she would liken a person to a fowl

or to a fish* in such a way that the hearer would never forget it; yet there was no malice in what she said, not even sharpness. You could see that in the tone of her voice.

She simply let fall from her lips what her mind had minted. She did not try to put her idea into beautiful form, or adorn it with trinkets of golden words and metaphors, but she let it go forth in all its homeliness and strength.

Everyone who met her and heard her talk, even but a few minutes, was impressed with the alertness and brightness of her mind. There was no dulling of her mental faculties with age. She attended to her business interests with as much ease and discretion the last year of her life as she ever had. There was no failing of her powers of mind in business or in conversation. She was just as wide-awake and bright, just as eager to do the wisest and best thing, a month before her death as she was forty years before that event. Her sparkling wit was a part of her originality. She was not a great reader of books or of newspapers. I do not think she ever consulted a Worcester's or Webster's Unabridged Dictionary. She was not dependent upon books to coin expressions for her thoughts. She took the plain, simple Anglo-Saxon words which she found in her Bible, and which

*Instances of her quaint remarks: (1) Of a very talkative man in our city she said: "He always makes me think of a fish which is all mouth."

(2) Of another man who was small in stature but very pompous, she often said: "He reminds me of a little Bantam rooster which struts and strains to make itself seem bigger than it is."

(3) Of another man who was ungainly in his mode of locomotion she said: "Mr.— never walks, he crawls along."

(4) Of another man who was a boaster, she said: "Mr.— never talks, he always crows."

she heard and used in ordinary conversation, and with them coined her own phrases. Each sentence was new and original with her, and carried the hallmark of her own thought and feeling. There was nothing conventional about her. She did not shake hands as fashionable people do. She did not express her compliments as the habitudes of society do. She imitated no one, but was simply herself in what she did and said.

Homer's poems are beautiful because they are simple and original. His descriptions of objects, his similes, his metaphors, are not second hand, but spring Minerva-like out of his own mind. So with Miss Rogers' actions, deeds, words—they were her own. She did not ask, did not care, whether they resembled others' words or deeds. They were hers, and were well meant, and she was not ashamed of them. This constituted her quaintness. It made her original and interesting. She was not simple in the sense of foolish, nor odd in the sense of strange, for her instinctive good sense and her naturally kind heart enabled her always to do and say what was amiable, just and good. Her quaintness savored of an old-fashioned prettiness or daintiness; not repulsive, but attractive in a high degree.

Fourthly, consider her reverence and love for the Bible.

In 1850 the Shah of Persia visited London. He was amazed at the wealth and grandeur of the nation, and he sent to the queen an ambassador to ask her the secret of England's greatness and glory. The queen

in reply sent to the Shah a copy of the English Bible with these words written in it: "This Holy Bible is the secret of England's greatness and glory."

Look over the pages of history, glance at the map of the world, and you will see that, wherever a free and open Bible has gone, there abound civil, political, and religious freedom, and a large measure of intelligence, wealth, virtue and happiness.

Miss Rogers grew up from infancy with a great reverence and love for the Word of God. She read it carefully and prayerfully every day. There is no evidence that she set such high value on any other book. But the Bible she constantly read, and pondered its truths until they became the food and strength of her soul, and the guide of her thought and life. Her moral and religious principles were all grounded upon Bible truth. She was a friend and staunch advocate of temperance, not only because she saw in the community the evils of intemperance, but because her Bible enjoined temperance. She was a bitter enemy of gambling in all its forms; for she regarded it as one form of stealing, which is forbidden in the Bible. She was strict, perhaps rigid, in her observance of the Sabbath, because her Bible seemed to teach such an observance as duty. She was a friend of missions, both domestic and foreign, because the missionary spirit seemed to be inculcated on every page of the sacred Scriptures. You may recall the Christian virtues as you saw them in her life and character—honesty in business, unselfishness, truthfulness, hopefulness, industry, charity, kindness, benevolence—and you find that she understood that they

are taught in the Bible, and therefore she cultivated them. She meant to be just what the Bible enjoined upon her to be. What higher ideal of character can we get than we find in God's holy book? It is universally conceded that "a Christian is the highest style of man." The world's history mentions no men or women who, as benefactors of the race, equal the records of Biblical religion. Christ gave himself, the just for the unjust. We can see, therefore, why Elisabeth Rogers should unite with her sister, Emily, in making a donation of fifty thousand dollars to the American Bible Society. We can see, too, why when she had founded The Rogers Hall School, one of the first things she did, after the school was opened, was to furnish a supply of Bibles for the School, and request that Bible truth and Bible character be systematically taught the pupils.

It was the influence of the Bible, in the Rogers home, that developed there the traits of character which prompted both the great charities which the two sisters made to this city. They loved, and studied, and followed the teachings of the Bible; and they became good and elevated in character themselves, and, being dead, they are still speaking and helping others into a happier and richer life.

Elisabeth Rogers has gone, but the world is better because she passed through it. Her name and influence remain to honor God and to elevate and purify humanity. It was her request that the words, "She hath done what she could," should be inscribed upon her tombstone. They are the words of Christ with respect to the woman who had brought

her alabaster box of precious ointment and poured it upon His head. Evidently Miss Rogers chose those words as expressing the aim and endeavor of her own heart and life. A good motto here for us all. Especially good is the sentiment to keep before the pupils in her school: Live for a high and noble purpose; scorn a life of ease and idleness; and so earnestly prosecute all your duties, and improve your opportunities, that when the end of life's journey is reached, you can say with a good conscience and with exultant joy and hope, "I have done what I could for my God, for my country, and for my race." That of itself will be a crown of glory and rejoicing forever more.

NOTE.

The following letter from the pen of Elisabeth Rogers was found among the Rogers family papers. It is written with a black lead pencil, and evidently was the first draft of the letter written and sent. Who the luckless wight that received it was no one now knows. The letter shows, as nothing else could, the high and excellent principles which formed the character and controlled the conduct of the founder of the Rogers Hall School. It is Elisabeth Rogers in miniature, and was written when she had just passed her thirtieth birthday. No signature was attached, but the handwriting proves it to be hers.

"Lowell, May 14, 1849.

"Mr.——: Since seeing and conversing with you, I have thought seriously and candidly upon the subject you proposed. The more I think of it the more I find myself averse to contemplate the subject at all. I do feel it is an utter impossibility that we should ever be united in marriage. In this fixed decision I am actuated both by feeling and principle. By feeling, by the fact that I can never be happy with, or make happy, a man so much my senior. Whatever be your worth, position, or wealth, I can never love you. Where there is so much difference in age, naturally follows a dissimilarity of tastes, and with me it is a strong, yea, an insurmountable obstacle. I am also actuated from principle, and that founded upon the word of God.

"Permit me to say, I can never marry a man of whom I cannot hope he is a Christian. There can be no unity of heart where there is no unity of faith. For a little while the pleasing light of a fancied love might brighten the path of life, but it would soon grow dim and eventually terminate in disappointments. Wealth affords pleasure and comfort, but the word of God says, 'Seek first the kingdom of God and his righteousness', which, then is the duty of everyone.

"You would not even respect the lady who would sacrifice principle to worldly interest, who ever she is, and of whatever station in life she might be. And could you accept the hand, where the heart could not be given? No; every true-hearted gentleman would scorn it at once. 'Love is the only boon for love.'

"With these considerations in view, I feel assured you will accept and respect this decision. During your calls, not wishing to trifle with your feelings, I endeavored to give you no encouragement which, as I said to you, would by myself be considered wrong if afterward likely to say, I can encourage you no longer.

"I have written because I have thought it justice to you, as well as to myself, to let you know my unalterable decision. By doing so I save you the trouble of coming up, myself the pain of verbally refusing you, and the townspeople the excessive pleasure of a little gossip.

"Accept my gratitude for the interest you have manifested, and believe me both temporally and spiritually your well-wisher.

"Respectfully,

_____"

IV. ITS EARLY HISTORY; OR, HOW IT BEGAN

Let us first consider the steps by which the rudimentary idea of a school, as it lay in Miss Rogers' mind, developed and grew into what we call The Rogers Hall School. The first step which had any outward embodiment or visible form was the drawing of papers for what we called The Rogers Institute* in the autumn of 1887. The plan of that Institute was carefully written out by me, and if it is studied and compared with that of the Rogers Hall, it is found to have the gist and substance of the present school on the Rogers estate. The requirements of the pupils were the same, in substance, in the former as in the latter. The general spirit of the school was the same. If the Rogers Institute had been opened in 1891, it would have been essentially what the Rogers Hall School now is; but it would not have had so good a name. "The Rogers Hall" is a short,

*See Page 72.

crispy name. It looks well and sounds well. It is a thing of beauty, and a joy forever. Mrs. Underhill originated that name and it bears the hallmark of her taste and genius, seen in everything in and about the present school.

The second step in Miss Rogers' mind towards the Rogers Hall School, was a proposal which she made to Mrs. Underhill June 8, 1891. Mrs. Underhill had already formed plans to open in Lowell a school for girls in the autumn of 1891. This proposal shows how deeply rooted and how firmly fixed in the mind of Miss Rogers was her purpose to materialize her vague and general idea of a school. Nothing could turn her from carrying out the desire of her heart. She seemed to hear her sister, Emily, saying to her, "Go forward and do it." She said she felt a divine hand leading her in that way.

After Miss Rogers and myself had had a conference with Mrs. Underhill in Boston, June 4, 1891, she requested me to write out for her such a proposal to Mrs. Underhill about opening in the autumn of 1891 such a school on Miss Rogers' premises, as I thought would be wise and best for all concerned. I wrote a paper which she read and directed me to carry to Boston and deliver to Mrs. Underhill. The following is a copy of the said paper:—

"Miss Elisabeth Rogers' proposed Contract with Mrs. Eliza P. Underhill, June 8, 1891:

"Under the direction of J. M. Greene, Geo. F. Richardson, and J. N. Marshall, all of Lowell, Mass., I, Elisabeth Rogers, promise immediately to build

and completely furnish for school uses an educational building at a cost not to exceed \$40,000, on my estate in Lowell, known as the Rogers Estate, and give the use of the said building, free of charge, to Mrs. Eliza P. Underhill, for a term of five years from July 1, 1891, with the following provisions:

"I. Rogers Institute shall be the name of the School.

"II. The School shall be under the general supervision and management of the three gentlemen named in the first part of this paper.

"III. Mrs. Underhill shall have the care of the building and grounds, appoint her own teachers, furnish fuel and lights, and shall have the income from the tuition and board of the pupils, and shall pay the salaries of the teachers and all the other expenses of the school.

"IV. The course of study in the Institute shall be such as to prepare young ladies for Smith and Wellesley Colleges in Massachusetts, and for such positions in society as require liberal studies and high culture. The character of the School further than this shall be left to the judgment of Mrs. Underhill with the advice and counsel of the above named three gentlemen.

"V. If, before the expiration of five years from July 1, 1891, Mrs. Underhill shall resign, or for any reason vacate the office of Principal of Rogers Institute, the above mentioned three gentlemen shall appoint her successor.

"VI. If, before the expiration of five years from July 1, 1891, I, Elisabeth Rogers, shall decease, the

said Rogers Institute shall come under the care of the Board of Trustees named in my last Will and Testament. And it is my wish that said Trustees allow Mrs. Underhill to carry on the School as outlined above in this paper, for the specified time of five years. They can, however, make a new contract with her, if she is willing, and they deem it best.

"VII. The School shall be opened to pupils in said building in the autumn of 1891."

The above paper shows Miss Rogers' sincerity and earnestness in her efforts to found a school in Lowell; the kind or character of the school is also clearly indicated in the paper. It was to be very like what was afterwards called the Rogers Hall School. But Mrs. Underhill had already engaged the house of Mrs. Williams on Nesmith Street; so that she could not at that time accept Miss Rogers' proposal, however much she may have desired to do it.

It should perhaps be stated, too, that the three names which Miss Rogers proposed for the management of the School, had Sewall G. Mack in the place of Geo. F. Richardson. The change was made from Deacon Mack to Mr. Richardson because I told her it would not be wise that three Congregationalists or three men of any one religious denomination, constitute the managing board of the school.

Miss Rogers' idea of the location of the proposed new school-building was that it should be located on her grounds, just west of her colonial mansion. The city was talking of cutting off a portion of her lot to straighten Fort Hill Avenue as it comes into Rogers Street. We can now see what a misfortune

it would have been if the new building had been erected in that small plot of ground. We often see, when a good work is undertaken, that a higher than human hand guides in it.

In the proposition which Miss Rogers made to Mrs. Underhill June 8, 1891, she considered that she had done her entire duty for the time. Being defeated in that, she allowed the whole matter of the school to rest, assured that her path of duty would in some way be made plain. And it was, without any effort of hers, very soon made clear to her what she should do. The city decided to make an angle in the Fort Hill Avenue, so as not to cut off any of Miss Rogers' land. That was a great comfort to her. Then she had time to think over the wishes of her sister, Emily; and she remembered that Emily had expressed the desire that the veritable mansion in which they lived should become a school-house. Also Mrs. Underhill who at that time had been a teacher only in a subordinate position, had yet to show that she was competent to be the leader in the important and responsible position of building up a new school. The hand of the Lord seemed to be in it all. Miss Rogers had time to think over the past, and adjust everything to her beloved sister's wishes, as well as to her own; and Mrs. Underhill had time to win her spurs in her school in Mrs. Williams' house.

Nothing important in this matter occurred during the latter part of the year 1891. All was quiet, as regards the school, till we come to the month of March, 1892. On the evening of the 16th of that month, Mrs. Underhill and Miss Parsons came to my house

on Westford Street, and asked if Miss Rogers would renew the offer which she made to Mrs. Underhill on June 8, 1891.

I saw Miss Rogers and advised her to enter into negotiations with Mrs. Underhill, and arranged for a conference between the two at Miss Rogers' house the next Monday afternoon, March 21, 1892.

Here I will quote from my diary under the date March 21, 1892. "Have this p. m. (Monday) called on Miss Elisabeth Rogers with Mrs. E. P. Underhill. Miss Rogers has today offered her house to Mrs. Underhill that she may next autumn open a school in it. A new house is to be built on her own grounds for Miss Rogers to live in.

"Miss Rogers told us about her sister, Emily. It was Emily's wish, expressed orally before her death, that the very house in which they lived, built fifty-five years ago, should be devoted to a school."

This was another step towards what is now known distinctively as The Rogers Hall School. Elsewhere I have told of the delays and the obstructions put in the way of carrying out Miss Rogers' desires, till after much anxiety and some coercion a meeting of the signers of the "agreement" was held April 22, 1892, when the organization of the corporation was effected. The organization was as follows:

John M. Greene, President.

James B. Francis, Vice-President.

Joshua N. Marshall, Clerk.

Charles H. Allen, Treasurer.

The other members of the corporation were: Elisabeth Rogers, Geo. F. Richardson, Sewall G. Mack, Frederic T. Greenhalge, Malcolm M. Dana, Susan F. Foss, John Cummings, Mrs. Mary P. C. Cummings, and Charles A. Stott.

That was the first meeting of the corporation. A set of by-laws was presented by Geo. F. Richardson. He read and explained them to the meeting, and on his recommendation the by-laws were adopted. Then a draft of a charter was presented to the meeting by Mr. Richardson. The document had been prepared by Mr. Richardson and the writer of this. On the recommendation of Mr. Richardson, the meeting after some discussion as to the name of the corporation, voted to accept the document presented, and to apply to the proper authorities for its issuance as a charter. The charter of The Rogers Hall received the signature of the Commissioner of Corporations and of the Secretary of State April 30, 1892. It was railroaded through by the skill and perseverance of Mr. Greenhalge. The deed of the Rogers Homestead to The Rogers Hall bears the same date. So does Elisabeth Rogers' last will.

The second meeting of the corporation was held May 11, 1892. At this meeting the charter was adopted by the corporation. Both of the above named meetings were held in Miss Rogers' colonial mansion. At the meeting May 11, 1892, the first lease of the property of The Rogers Hall to Mrs. Underhill was voted. The writer of these pages wrote what he called "A Contract." It was voted by the corporation as a lease, and is as follows:

**"Contract between Mrs. Eliza P. Underhill and the
Trustees of The Rogers Hall.**

"I. The Trustees agree to give Mrs. Eliza P. Underhill the use, free of rent, of the mansion and the grounds conveyed by Miss Elisabeth Rogers to the Corporation known as The Rogers Hall, the building having been prepared and furnished for the suitable accommodation of sixteen boarding pupils and forty day pupils and six resident teachers. Said building and grounds are to be kept in repair and the building insured by the Trustees, and all made ready for Mrs. Underhill's occupancy Sept. 1, 1892.

"II. The contract with the said Mrs. Underhill is to continue in force six years from Sept. 1, 1892; and she is during that time to have the management of the School and the employment of her teachers, and assume financial responsibility for the School.

"III. The School is to be for girls only. The course of study is to be thorough and systematic, and such that girls having graduated shall be prepared for admission to our best colleges for women. Girls not preparing for college shall pursue, in this School, courses of study which in their training and culture, shall equal the college preparatory curriculum.

"IV. The Trustees shall have such a supervision of the School as shall ensure the fulfillment of the object and purposes set forth in the Certificate of organization of the Corporation. Mrs. Underhill, as the Principal of the School, shall annually make to the Corporation, at their annual meeting, a statement of the condition, the work, and the progress of the School.

"The above contract with Mrs. Underhill was approved and ratified by The Rogers Hall at a legal meeting held this twelfth day of May A. D. 1892.

"JOHN M. GREENE, President.

"ELIZA P. UNDERHILL."

The lease shows the spirit and aim of the friends of the school. They meant earnest work, thorough scholarship and high attainments. Lowell needed such a school, but there were many prominent persons in the city who did not feel that need. The city public schools were good, and most of our people thought there could be nothing better. And there cannot be anything better for the community as a whole. But what a calamity it would be if all our schools and colleges were cast in the same mold! Variety is the spice of life. It breaks up that dead sameness which kills out genius and throttles all healthful ambition. Taste and manners need to be cultivated in a school as well as memory and reason, for "manners often make the man." Every city needs a variety of schools to meet the varying needs of her people.

Our people were sending their daughters out of the city to be educated. Many thousands of dollars were every year paid to schools outside of our borders. We might not only save that to our city, but a larger number of our own girls would get the higher culture and education, if a suitable school exists here. Also a first class school in Lowell would bring hither from other towns and cities girls of culture and refinement

for their education, much to the benefit of our city in many ways. It would also elevate the social and moral tone of society. Christian education lifts up all that is good, pure and noble. It makes home healthier and more intelligent. It helps to make and keep men and women sane, reasonable, just, kind, true.

It was to accomplish these objects that The Rogers Hall School came into existence. It had a high aim and a most worthy ambition; and there was in the mind of its friends a firm purpose to win success; and they had the skill which experience gives to guide to it. The undertaking might wholly fail, but if it did, it would be because the people of Lowell did not appreciate a good thing when it was brought to their doors.

The first lease shows what the tone and standard of the school were to be. Mrs. Underhill came here expecting to work. It was with her no holiday sport, no pastime endeavor, which she was undertaking. She determined to do her part well. There was in her movements no sound of trumpets, no display, no big promises without fulfillment. It was rather a calm, quiet determined settling down to hard work; a purpose to give to the enterprise dear life if need be; an unyielding will to do her very best to every class and every pupil in the school, and await the result. Mrs. Underhill had faith in genuine, wise, persistent educational effort, and the result shows that she was right. During eighteen years at the head of the school, she toiled hard, and she wrought wonders. Like Cortez she burnt her ships behind her, saying, "We

conquer or we die," and she has conquered. She has built up in Lowell one of the best college-fitting and all-round school for girls in the United States. Her graduates do not fear comparison with the graduates of any other school of its grade.

After the lease had been approved and ratified by the corporation at their meeting May 11, 1892, Gov. Greenhalge, at the same meeting, moved that a committee of five be appointed, of which the president shall be the chairman and appoint the other four, to superintend and to take charge of the alterations and repairs needed in the building deeded by Miss Rogers to the corporation; and to provide the furnishings and equipments for the school-house thus prepared. The above named committee was appointed, and their names appear in the Records as follows:

John M. Greene.
Elisabeth Rogers.
Geo. F. Richardson.
Chas. H. Allen.
F. T. Greenhalge.

Hon. Chas. H. Allen took the laboring oar on changes in the colonial building, and on repairs; and he stayed in the city during all the hot weather of the summer that he might be on the ground, overseeing and guiding the work on the buildings. Gov. Greenhalge also did yoemanly service for the school on that committee. He was ready to help at any point where his services, professional or business, were needed. Miss Rogers, too, was present every day and every hour of the day, to see that the work

was well done—no poor bricks, no bad mortar put into the monument which she was erecting to the memory of her beloved sister.

Mr. F. W. Stickney, of Lowell, was the architect, under whose direction the changes and repairs were made. Mr. William Geddes of Lowell, was the contractor and builder. The sum expended on the repairs and improvements was \$15,000.

At the same time that one gang of men, under Mr. Geddes' direction, were at work on the colonial mansion, fitting it for the school-house, another gang under his direction were, only a few feet away, erecting a new house for Miss Rogers' residence. The work on the two buildings went on simultaneously. Miss Rogers and her family—Mr. and Mrs. Warren Foss—in the meantime, must have fared very hard. For more than a month Miss Rogers had no bed to sleep on, by night or by day, except what she found or made on one of her sofas in the house which was undergoing repairs. This shows the self-denial and hardship she was willing to endure to found and build up a school in her city. Few women at her age, having at her command everything which money could buy, and strongly wedded to the spot by tenderest associations of family and home, would voluntarily have surrendered it all that she might, before death removed her, render a service to her city and the world, and thus accomplish the wish of a dear sister who had gone. She in this furnishes a bright example of the Christian spirit of self-sacrifice. Such a woman lives not for self, but for others, and her reward, on earth as well as in heaven, is great. Miss Rogers'

new house cost about \$6,000. It was completed so that she began to live in it about the first of August, 1892.

Two years after I wrote the above I received the following letter from Mrs. Susan F. Foss, which described some of the hardships and discomforts which came to Miss Rogers and her family, during the summer of the year 1892, while the new house was building.

"Suncook, N. H., May 14, 1907.

"Dear Dr. Greene:

"I will try and give you a little idea of the summer of 1892, while the colonial mansion was undergoing change into a school-house, and the new house for Miss Rogers and her family was being built.

"It was a time that tried men's souls, and women's too. But I am trying to forget those unpleasant things, in remembering that perhaps I did help Miss Rogers to bear her burdens, and smooth some of the rough places she was so apt to find.

"The old mansion was very dear to her. It was hard for her to leave it. She was, however, sustained, and bore herself well till the time came when the workmen must have the house cleared of carpets and furniture to begin repairs. Then she was all broken up and never entirely got over it in her life time. It was a hard thing for her to do, to leave that dear old home! But she was not a woman who put her hand to the plow and turned back.

"Our rations were the hardest problem; I prepared our food on a little oil-stove down cellar, going down a long flight of stairs under the front stairs,

bringing all water from the pump through the front door. As soon as the kitchen could be used we set up the cook stove there and had a good square meal with sharpened appetite and thankful hearts.

"I often wonder that Miss Rogers did not break down completely under all the strain of that summer's campaign; and sometimes I pity myself when I think what I went through. Our accommodations for resting at night were not the best. We slept as we could, and when we could. Miss Rogers had her heart set upon the dear object of a school, and she was willing to suffer much that she might accomplish it. Myself and Mr. Foss tried to help her do this. And I now feel that I must be true to the wishes and expectations of Miss Rogers, whose self denial and economy have been and will be so great a benefit to others. I could not respect myself were I to go entirely contrary to my promise to her regarding many things. I cannot tell exactly when we set up the cooking stove and began to live in the new house, but think it was about the first of August. We must have slept for two months on beds which were not 'beds of roses'; and our bill of fare was not always luxurious. But it was all in a good cause, as we fondly hoped; and all those discomforts were of minor consideration in view of the good which we all hoped to accomplish in the founding and building of The Rogers Hall School.

"Yours very truly,

"SUSAN F. FOSS."

NOTE—Mr. Warren Foss and his wife had the care of Miss Rogers' home including the house in which she dwelt and other buildings with adjoining land, during her declining years, and they did all that could be done to make her life happy. Mr. Foss, a man of excellent judgment and perfect integrity, was a wise counsellor in her business matters. He owned property himself, and was a prudent and thrifty manager of it. Mrs. Foss was a most valuable companion of Miss Rogers in her excursions and journeys into distant parts of our country, or to cities and towns nearer home; and she was a wise, thoughtful, and efficient manager of the affairs of the home. She was also one of the original Trustees of the Rogers Hall School. She was much interested in the work and progress of the school and did all in her power to make it a success.

Mr. and Mrs. Foss owned a good and well stocked farm in Suncook, N. H., to which they returned soon after Miss Rogers' death. He represented his town in the New Hampshire Legislature in 1903. They had many friends in Lowell, and were much esteemed and respected wherever they resided. They both died in their home in Suncook, N. H., in the month of July, 1912, she July 12th, aged seventy-five years, and he July 29th, aged eighty-three years.

V. DEDICATORY EXERCISES

On one of the last days of September, 1892, Miss Rogers sent out to a hundred of her friends the following invitation, neatly printed on a small sheet of paper:

*"You are invited to attend the Opening Exercises
of The Rogers Hall School,
on Wednesday afternoon, October fifth,
at half after two o'clock."*

The envelope enclosed two cards, one bearing the name of Miss Elisabeth Rogers, the other the name of Mrs. E. P. Underhill.

October 5, 1892, was a great day for Miss Rogers. Her hopes of many years were beginning now to be realized. The day came, and a pleasant October day it was. Providence seemed to smile upon the enterprise. In the afternoon a large assembly of cultured men and women convened, the school room and other rooms adjoining were crowded, and all appeared to have hope and joy in their hearts and on their faces.

The printed program follows:

DEDICATION
OF THE
ROGERS HALL SCHOOL BUILDING
LOWELL, MASS.

October 5, 1892, at 2.30 o'clock P. M.

Address:

By Rev. John M. Greene, D. D., the President
of the Board of Trustees.

Address:

By Hon. John Cummings, introductory to the
Presentation of the Keys of the School-
House by Miss Elisabeth Rogers the
founder.

Response:

On behalf of the Trustees, by Hon. Joshua N.
Marshall.

Dedicatory Prayer:

By Rev. Benjamin F. Parsons, of Derry, N. H.

Address:

By Miss Julia A. Eastman, of Dana Hall, Wellesley.

Address:

By Hon. Chas. H. Allen, of Lowell.

Address:

By Hon. Frederic T. Greenhalge, of Lowell.

Benediction:

By Dr. John M. Greene.

The parts, indicated on the above program, were performed by the several speakers. Some of the best orators in Lowell graced the occasion with their eloquent words. Miss Eastman of Dana Hall, Wellesley, gave a very practical and helpful address. Hon. John Cummings, when Miss Rogers presented the keys, spoke a few words for her which were most appropriate and felicitous. What he said was the right thing by the right man. Messrs. Marshall, Allen, and Greenhalge, always good, were on that day at their best. They literally ran over with wit and eloquence, with sound wisdom and good common sense. The president read from manuscript his short preliminary address, and that is preserved entire. The other addresses were spoken, never having been reduced to writing. All we have of them is a brief newspaper report, which we give in full below, Miss Rogers, herself, spoke to me afterwards of the prayer, as being very helpful and appropriate.

ADDRESS OF THE PRESIDENT OF THE TRUSTEES

"Miss Rogers and Friends of The Rogers Hall School:

"In England, and on the continent of Europe, you see signboards bearing the inscription, 'The Good Woman.' They always have on them a picture of a woman without a head. The headless woman is the good woman, as the dead Indian is the good Indian, according to this satire. But how does this signboard differ from some of the older laws and customs in our country? In Massachusetts, not till 1782, was woman recognized by our laws as a teacher.

If she had the hardihood to open a school before that year, she could not collect her tuition. It was not till 1790 that girls were permitted to enter the public schools of Boston, and then only during the summer months. The girls of Northampton were not admitted to the public schools till 1792.

"Miss Sophia Smith, the founder of Smith College, was born in 1790. She told me that when she was a small girl she used to go to the school-house in the summer and sit on the steps and hear the boys recite. That looks like the headless woman even in Massachusetts. But we have fallen on different times. Our Good Woman is not headless.

"This dedication service signifies much. It shows clearly that the cause of the Christian education of women in our city is not without friends; that the principle of true benevolence is not dead, and that here as well as elsewhere woman is in the van of good and noble works.

"The main part of the mansion, in which we are assembled, was erected in 1838, just the year after Mary Lyon opened Mt. Holyoke Seminary for the education of young women. This might not mean much except for the fact that there was in this home at that time a young woman whose heart had been inspired by Mary Lyon's heart, whose soul had been set on fire by the love which thrilled Mary Lyon's soul, and that that young woman was the moving spirit, the primal cause, of what we see here today. In 1830 Miss Emily Rogers, the only sister of the generous donor of this beautifully equipped institution, was a pupil of Mary Lyon and Miss Grant at Ipswich.

At that time she, under those teachers, gained impressions of the worth of Christian education to young women who have materialized in what our eyes now behold. Miss Elisabeth Rogers, who is with us today, and whom we all honor for her timely and valuable gift, desires to have it said, that, in this donation, she is only complying with the expressed wish of her beloved sister, who eight years ago passed on to her reward. 'She being dead, yet speaketh.'

"In view of the fact that Miss Emily Rogers with her sister, Elisabeth, donated in 1883 fifty thousand dollars to the American Bible Society, the annual income of which shall forever be used for the circulation of the Sacred Scriptures, I suggest that there be placed in this school room, in large gilt letters, the following words as a motto, which words often fell from Miss Emily's lips: 'The Bible is dearer to me than my daily bread. What would life be without it?'—Emily Rogers.

"Truly beautiful is the devotion by which the living sister so faithfully carries into execution the wish of her who has gone. We know not which to admire the more: the affection, or the unselfishness, of her who lives.

"These two sisters have other monuments by which they will be remembered; but I am sure that this school, as a monument to them and to their family, will be an untold blessing to this city and the world, through the worthy women who here shall be fitted better to do their part in the duties and business of life. A good book exerts a mighty influence; but there is no fountain of influence like

a school. Not many years hence, the women will be numbered by the thousands, who have here received their training and equipment for all which they have achieved of honor and usefulness in the world. Miss Rogers has, in founding this school, planted a seed which will grow into a tree, the fruit of which will be enjoyed all over the earth.

"This school stands for what is best in moral, spiritual and intellectual training. The best is none too good in this work.

"It stands also for what is best in physical training. Sound minds and sound bodies go together. Religiously the school is to be Christian, but not sectarian. The Bible will be read and studied, and it will be the aim in all the instruction and discipline to develop in the pupils a truly noble and womanly Christian character.

"The school opens under most favorable auspices. It has a site of surpassing wealth and beauty. The Rogers Fort Hill Park, in front of it, is full of history, and is one of the most sightly spots in our Commonwealth; and it is every day in the year open to the pupils of this school for walks and varied exercises, which will bring to them health and inspiration to all that is high and good.

"We also have a Principal* for the school in whom we have perfect confidence. She has had years of experience in the best schools in our country, and has ever shown herself as an educator equal to the trusts committed to her. She belongs to the best New England stock, and has inherited the teacher's

*Mrs. Eliza P. Underhill.

gift. Her grandmother graduated in the first school in this country which issued to young women certificates of graduation; and that, too, under those right royal teachers, Miss Zilpah Grant and Miss Mary Lyon.

"The orderly and tasteful arrangement of this building for school purposes, is due largely to our Principal's skill, refinement, and energy. I state this because it is a well known fact among educators, that we may have the most ample funds for a school, and the most wise financiers to administer them, but if we fail in the corps of teachers, the failure of the school is complete. Money will not make a school, Trustees will not. It needs, in addition to them, the best teachers. These we are confident are here to take up this work.

"But it is not my office at this time to make an address; but rather according to this programme, to introduce those who will address us."

PRESENTATION OF THE KEYS

Hon. John Cummings, cousin to Miss Rogers, made in a brief address, the formal presentation of the keys of the building, on behalf of the donor. Dr. Greene, on receiving the keys, acknowledged the gift, and called on Hon. Joshua N. Marshall for an address in behalf of the Trustees.

Mr. Marshall said they had high hopes of the institution, guided as it was by a superintendent and staff of exceptional ability. The presence of such a building was of vast value in any community. It

excited thought, and created in the human soul a desire to attain something higher and nobler. Happy are they who receive such a gift, but thrice happy are they who are permitted to confer such a wonderful privilege. Happy is she who can stand at the fountain head, and watch the blessings that flow from the stream which she has originated.

"You," he said, turning to Miss Rogers, "have the proud privilege of knowing that you have erected here, for yourself and your sister, a monument that shall be enduring; and, on behalf of the Trustees, I return our most sincere thanks for what must prove an inestimable blessing to the whole community." (Applause.)

THE DEDICATORY PRAYER

The dedicatory prayer by Rev. Benjamin F. Parsons of Derry, N. H., followed. Rev. Mr. Parsons is the father of Mrs. E. P. Underhill, the Principal of The Rogers Hall School. The prayer was reverent and very appropriate to the occasion. Miss Rogers afterwards often spoke of this part of the service with commendation.

MISS EASTMAN'S ADDRESS

The next address was by Miss Julia A. Eastman of Dana Hall, Wellesley. It was a finely worded address, and the speaker was felicitous in her reminiscences and anecdotes. What she said was mainly directed to the young ladies who were present.

"You have been told," she said, "that wonderful things are expected of the women of the twentieth

century. Well, these women will be the girls who are at the desks today. You deserve congratulation, who are now passing over the threshold of this century to enter the broader and richer fields beyond. You have many advantages which the girls of the last century had not. There is an old rule about proving all things, and holding fast to all that is good, and never was there so much necessity for women to prove all things as today.

"You may, however, get knowledge, and yet not be wise. Intelligent, practical learning is what is needed today. There may be some books which would interest you, but yet do you no good to read. In my judgment there is no more terrible foe to thoughtful, intelligent scholarship today than the flood of easy reading which has come upon us. Spending time over this easy reading is not only waste of time, it is absolutely deteriorating and weakening as far as the mental processes are concerned. It is very much like your trying to live on chocolates and caramels, and then turning over to roast beef. You will find the roast beef insipid, and a girl is very likely to go without her breakfast till the doctor comes and certifies that she is suffering from nervous prostration—'probably induced by overwork in school.' (Laughter.) There could be no greater mercy to the womanhood of today, than to have all this light literature gathered into a pile and burned, and many noble women would gladly immolate themselves on that pile to achieve such a result.

"Again, reverence your own pure, beautiful English language, and remember that those girls who are

fond of using their own abbreviated language, called slang, would shrink with horror, if they had to read in print the words as they utter them. We hear of higher education for women, and if you live and work till thirty-five or forty years hence, you may find out what it means; but to us today it is indefinite and intangible. Finally, remember that today is the harvest of all the yesterdays and the seedtime of all the tomorrows."

HON. CHARLES H. ALLEN'S ADDRESS

Hon. Charles H. Allen, one of the Trustees, said, they were all sure that it was a happy surprise to the city when it was announced that the Rogers homestead would be used for a properly endowed school for the education of girls. Such an institution, in a manufacturing city like this, is an inestimable blessing.

"We are all," he said, "a busy people, and we have given much time to our material interests and advantages, and have not had enough time perhaps to devote to that education which means the making of manly men and womanly women. There is a danger lurking in a community like this, which has a tendency to oppose the church and the school. The Christian education of the people is the very bed rock on which our republic is builded; and when we tamper with or neglect this, the whole foundation is in danger. And when we consider this question, the establishment here of such an institution as the present one, comes like a divine gift, so that hereafter

we shall be able to show that we are doing something of special importance for the moral and educational advancement of our people. Miss Rogers has, indeed, conferred a wonderful service on this community, and we hope to see it increase in usefulness as the years go by."

HON. F. T. GREENHALGE'S ADDRESS

Hon. Frederic T. Greenhalge said: "This new institution is the supplement of the great public school system—not only the supplement, but the crown. What greater or nobler work could be carried on than that intrusted to its officers? The cultivation of the most beautiful and delicate flower in the universe—the mind of a young girl—is what this institution is called upon to perform. Womanhood, in its morning freshness, contains more than the glory of perfect day, by reason of the added glory of promise, expectation and hope. We men got along very well for nineteen centuries by reason of our advantages, real or usurped, but, as we contemplate the wonderful things promised for the twentieth century woman, I tremble for our sex. (Laughter.) I don't know what will become of us. (Laughter.) Why, by and by the Annex will be Harvard, and Harvard will be mighty glad if it is considered even an annex. (Laughter.) What, then, is left for us men?"

After talking in a humorous vein sometime longer, the speaker referred in grateful terms to Miss Rogers' great work, and said that, in the presence of her earnestness in pushing on this work, he and the other

members of the Board of Trustees had never felt their littleness so keenly. He said that the work was committed to capable hands, and he had no doubt that its success would be immediate and lasting.

After Mr. Greenhalge's address, the benediction was pronounced by Dr. Greene, and a happy meeting was brought to a close.

So passed off the Dedicatory Services. It was a red-letter day for Miss Rogers. The prayers and hopes of many years were being answered and she felt that her sister and herself had not lived in vain. The family mansion had become a school-house, and the next morning she expected to see the scholars assemble and herself to be a witness to the fact of the existence of The Rogers Hall School.

The following paper has a place here because it shows more fully than anything else her mind in 1887 and 1892, as to the school for girls which she desired to found. I wrote the paper after a conversation with her in which I got as fully as I could her ideas. This paper is the first written document in existence with regard to The Rogers Hall School. Miss Rogers expressed great satisfaction with the paper. The provisions of it were incorporated in her will of the date of November, 1887.

It is seen, also, that the rank or grade of the school is expressed differently in this paper from what it is in the first lease in 1892. I wrote the first lease in 1892 as well as this document. The rank or grade was intended to be the same in the Rogers Institute and The Rogers Hall School. The expressions in the two

papers were at that time educational equivalents. The earlier would be more easily understood by Miss Rogers. It is seen, also, that Miss Rogers set a high value upon Bible study and religious education in her school. To know God as a Father and Friend, and to believe in Jesus Christ, was more to her than the sum of all other knowledge. She was sincerely and profoundly religious, and she expected her school would be the same.

JOHN M. GREENE.

I, Elisabeth Rogers, of Lowell, Mass., make the following provisions for the establishment and maintenance of an institution for the education of young women. I think there is nothing which our city needs more at the present time than a school affording the advantages of high intellectual, moral and religious culture, as supplementary to our public schools. Not in the least am I unfriendly to our public schools. No one values them more highly than myself. But some parents and some pupils, for a variety of reasons, prefer more private and special training and culture than the public schools furnish. I hope that the institution that I establish will supply the need, also furnish a more varied course of instruction than our public schools, and have a greater care for the moral and religious training of its pupils. I would also have the institution afford the opportunity to its pupils to pursue higher and more advanced studies than they can at present in our public schools. I would have physical culture made prominent, so that its pupils and graduates

shall have sound and vigorous bodies as well as well-trained minds. I think that many young women, not only from Lowell, but from other cities and towns, will come and enjoy on these beautiful and healthful grounds the advantages offered by such an institution. I am in full sympathy with the efforts of young women to acquire an education that will fit them better to discharge the duties which they owe to God and their fellowmen, and to live happier and nobler lives. Young women no less than young men need to be well equipped, in this age, for the battle before them. Education, when properly conducted, promotes physical health, gives mental, moral, and spiritual growth, and enables one to adjust himself or herself to the varied circumstances in life.

ARTICLES

I. This institution shall be called and forever known as The Rogers Institute for the education of young women, or girls.

II. This Institute shall be located and forever maintained in Lowell, Massachusetts, on my present homestead, which constitutes a part of the original Rogers Homestead, and bounded as follows. * * *

This does not prevent the enlargement of the premises, by the purchase of additional land, if in the judgment of the Trustees to be hereafter appointed, or their successors, such enlargement shall be needed for the best interest of the Institute.

III. After payment of the following legacies, to wit:—

* * * * *

I give, devise, and bequeath all the residue and remainder of the estate, real and personal, of which I shall die seized, and possessed, or to which I shall be entitled to at the time of my decease, to the use of said Rogers Institute, to be held and so used forever by the Trustees whom I shall appoint, their Associates and Successors. And I direct that not more than one half of the principal trust fund and estate given by me to said Rogers Institute shall ever be invested in buildings and grounds to be occupied and used in its educational work. The other half or more shall be invested by the Trustees in a safe manner, to be a permanent fund, the interest of which alone shall be used forever for the expenses of said Institute.

IV. Sensible of what the Christian Religion has done for the world, and especially for the betterment of the condition of women; and believing that all education should be thoroughly Christian, I direct that the Holy Scriptures be daily read and systematically studied in the said Rogers Institute; and while the Institute shall be open on equal terms to all girls of whatever sect, or religious belief, yet I direct that all the instruction and training in said Institute shall be pervaded with the principles and spirit of what is known as the Gospel of Jesus Christ. It is His teaching and His principles that underlie our civilization, give us our well ordered homes, and develop in women the highest and noblest character.

V. I hereby appoint the following persons to be the first Board of Trustees of said Rogers Institute, to wit:

John M. Greene,	Lowell, Mass.
Hon. John Cummings,	Woburn, Mass.
Dea. Sewall G. Mack,	Lowell, Mass.
Hon. Geo. F. Richardson,	Lowell, Mass.
Hon. Joshua N. Marshall,	Lowell, Mass.
John Davis, Esq.,	Lowell, Mass.
Rev. Smith Baker,	Lowell, Mass.
Hon. Charles H. Allen,	Lowell Mass.
Hon. Charles A. Stott,	Lowell, Mass.
Mr. Jeremiah Clark,	Lowell, Mass.
Rev. A. St. John Chambre,	Lowell, Mass.
Principal C. C. Chace,	Lowell, Mass.
Mrs. John Cummings,	Woburn, Mass.
Mrs. George Motley,	Lowell, Mass.

I direct that always at least two women shall be members of the Board of Trustees. Whenever a vacancy in the Board of Trustees occurs, the remaining members shall fill such vacancy by ballot.

VI. The above named Trustees, and their Associates and Successors, shall have full power to increase their number, never however making the number exceed fifteen; to obtain a charter for this Institute, invest and use the funds intrusted to them, and put in operation the Institute as soon as may be after my decease. Not more than two years shall elapse after my decease before the said Institute shall be open for the reception of pupils.

The Trustees shall so order all the concerns of said Institute as best to promote its objects as indicated in this will.

VII. I would have the Rogers Institute open to two classes of pupils: one class to be called boarding pupils, *i. e.* those who room, board and make their home during the terms of study in the building or buildings of the Institute; the other class to be called day pupils, *i. e.*, those who come from their homes in the city or elsewhere to this Institute each day for study, recitation, lectures, etc.

It is my desire that the charges to the pupils for tuition and board and rooms be as small as may be compatible with the prosperity of the Institute. It is not a school whose aim is to make money, but to do good. I would have it a blessing to my city and the world.

VIII. Without binding the Trustees to a prescribed course of study, but rather to direct the grade in general which I would have the Institute, I mention the course now pursued in the Mt. Holyoke Seminary in South Hadley, Massachusetts, or that pursued in the Abbott Academy in the town of Andover, Massachusetts, as being in the main what I would have offered to the pupils in the Rogers Institute. With this suggestion I leave the whole matter of the course of study to the direction of my Board of Trustees and their successors.

I would have everything excluded from the institution which tends to irreverence for the Bible and sacred things, or which hinders the growth of pure, noble, womanly character.

I direct also that the home which I leave to the Institute, and which is dear to me from my own and my family's associations, be kept as nearly as may be as it now is, and yet serve the purpose of the Institute.

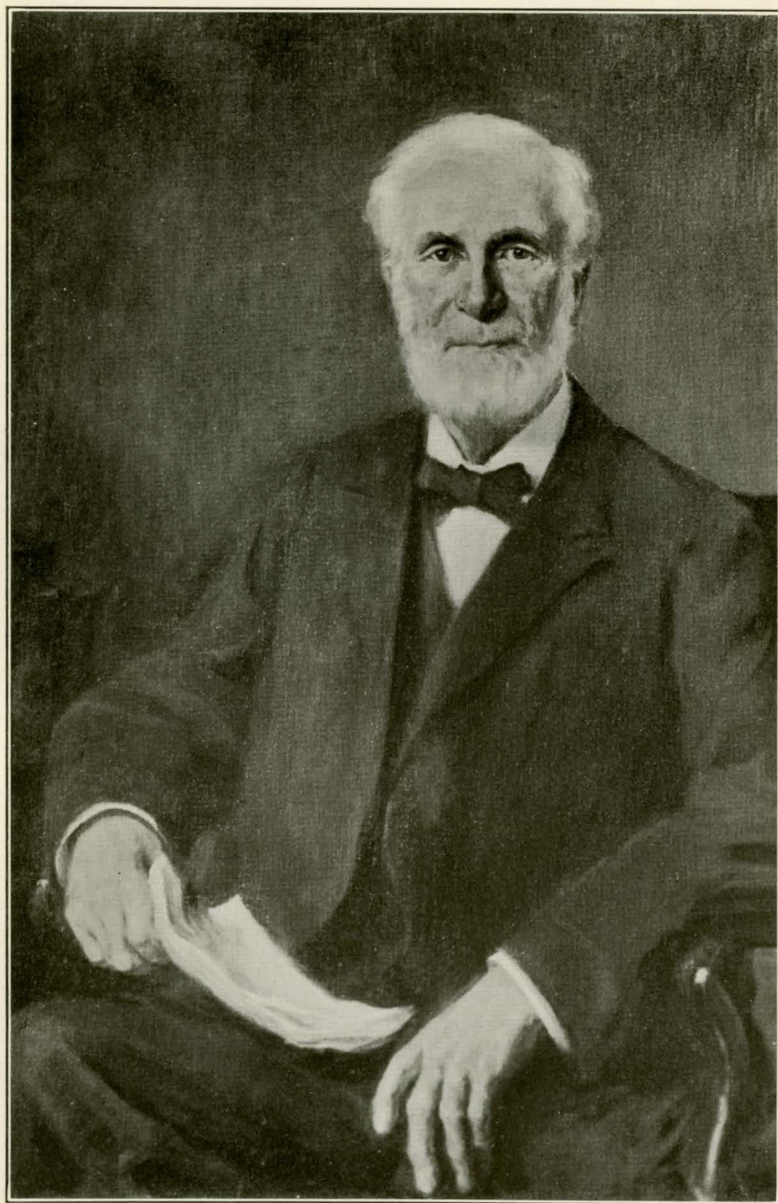
It is my hope that others will add to the funds which I have given and that the means and inducements to education on this healthful and beautiful spot may be increased, so that the number of those who shall here get an education and may be inspired with the highest and noblest ideals of life, may be large.

(Signed) ELISABETH ROGERS.

(The above paper was written for Elisabeth Rogers by John M. Greene, in October, 1887.

J. M. G.)

Lowell, Mass.,
March, 1906.



REV. JOHN MORTON GREENE, D. D.
President
The Trustees of Rogers Hall

A TRIBUTE

While perhaps unnecessary, in view of the foregoing, The Trustees of Rogers Hall improve this opportunity to acknowledge their debt to Rev. Dr. Greene for his invaluable assistance to them in the performance of their duties.

The conception of a school for girls was Miss Rogers'; the conception of the school we have today was Dr. Greene's, and the preliminaries of organization were mainly the work of his brain and hand. He spared no labor then, nor later, when, as first President of the Trustees, his intelligent guidance led the school into the paths of wisdom and usefulness.

On account of his age he has repeatedly offered to relinquish the office of President, but his offers have always been declined by the Trustees, partly because of their cordial affection and esteem for him, and also because they believe that the example furnished by him of high character, exceptional learning and unswerving devotion to what is good and true is a powerful inspiration to all connected with the school and one of its most valuable assets.

NOTE

Miss Rogers said to Dr. Greene in 1892: "I want you should be the President of the Board of Trustees, and I shall depend upon you to furnish a plan of the school, fix its character, and see that it is kept right, and made to accomplish the object for which my sister as well as myself wanted to found it." Miss Rogers said the same in substance in 1887 with regard to The Rogers Institute.

Below are the titles of some of the papers or documents written and contributed by Dr. Greene to the founding and development of Miss Rogers' School. Some of them were done before 1892, but most of them after that date.

1. A paper of nine manuscript pages entitled "The Rogers Institute," in A. D. 1887.
2. A paper entitled "Miss Rogers' Proposal to Mrs. Underhill," in 1891.
3. A paper entitled "An Agreement," with thirteen signers, in 1892.
4. A paper entitled "The First Lease," in 1892.
5. A paper entitled "The Charter," in 1892.
6. A paper entitled "The Second Lease," in 1894.
7. A paper entitled "Dedicatory Address," in 1892.
8. A paper entitled "The By-Laws," used since 1900.
9. A paper entitled "Report of the Plans and Policy Committee," in 1901.
10. A paper entitled "Duties of the Committee on the School," in 1901, and in 1912.
11. A paper entitled "Bible Study or Lectures," in 1908.
12. A paper entitled "Scholarships," in 1901.



ELIZA PARKER UNDERHILL
Principal of Rogers Hall School
1892—1910

TWENTY-FIVE YEARS OF ROGERS HALL SCHOOL

BY AN ALUMNA*

Twenty-five years ago, in the autumn of 1892, Rogers Hall came into being. Though the ceremonies that attended its beginnings were simple, no royal scion ever did more honor to his parentage during his first quarter of a century. Since the spring, Lowell had been talking of the new project. There were some who doubted its success in spite of Mrs. Underhill's demonstration in the Belvidere School that Lowell could be brought to second such an attempt. On that opening day, Lowell, social and educational, was present, the future students sitting together, not many in number, somewhat awed by the solemnity of the occasion. That the opening exercises were fitting and dignified, I feel sure, although I remember them only from the student's point of view. We felt a proprietary pride in them, were pleased with Major Stott's cheery welcome, and reduced to giggles over Gov. Greenhalge's reference to us as "this rosebud garden of girls". Rogers Hall was fittingly ushered into existence that day; and on the next, we students began a happy year of school life.

The Belvidere School had been a home affair. The boarders were a daughter or two more in the family, and the day pupils returned in the afternoon for play as conscientiously as they came earlier in

*Miss Harriet Coburn.

the day for lessons. At our wonderful mid-year party, one guest made his entrance by means of the banisters. Although no such indiscretion ever took place at a Rogers Hall affair, those first years of the new school were very cosy too. The very fact that teachers and girls were under one roof made for intimacy. Two long tables held all the occupants of the dining-room and secrets were common property. The midnight spreads were unique in school events. Held in a room directly over Mrs. Underhill's, she must have been more lenient than somnolent during their progress; indeed she was more than once a participant. As this same family footing bound all the girls and teachers of the early school, it was a relationship not to be overlooked in its influence for good. Not many young schools are fortunate enough to start with so fine a corps of teachers. Miss McCaulley's clear eyes could always keep us in touch with realities; Miss Taylor, with her quick sense of humor, had great influence over us all; and beloved "Billy" Williams made us imbibe French in spite of our Yankee reserve. As for our teachers of Mathematics and Latin, it was only when, in college, I came into competition with girls from other schools that I appreciated what our training had been.

Even in these earliest days, Mrs. Underhill did not undervalue the importance of athletic training for girls. In the nineties, this was not a generally accepted point of view. Wands and dumb-bells had been in vogue, and basket ball was recognized as legitimate exercise for the more masculine members of the sex—such as college girls!—but that sober sys-

tematic training in athletics during school hours should be given to boarding-school girls was an idea comparatively new. Mrs. Underhill appreciated this new point of view and did what she could to further it. When the girls, who looked back upon the restrictions of the Belvidere dining-room, first saw the hall on the top floor of Rogers Hall, they felt that indeed great things were in the air. In spite of the enormous chimney and the ceilings underneath, we began to realize what a real gymnasium meant. It is a long way from those early make-shifts to the present beautiful gymnasium, but the latter is built on the demonstrated advantages of the earlier substitute.

Allied to Mrs. Underhill's perspicacity in developing athletic interest, was her understanding of a girl's need of amusement. She realized that a boarding-school girl in her love of fun is no different from one living at home, and that to shut off her opportunities for dancing and making merry developed an unnatural attitude toward such amusements that would play her false later on in life. I feel sure neither she nor Miss Parsons ever overlooked the disadvantages to Monday morning lessons that resulted from this policy, but they recognized that results destructive to academic perfection had at times to be tolerated for greater ends. Rogers Hall has always had its mid-year and senior dances, and for many years its concert-dances, and football sprees, and as a result the attitude of the girls towards social gayeties is very normal.

Another source of development that had its beginnings in the earliest years of the school was the

effort to give the school the advantages that its proximity to Boston makes possible. Especially for the girls whose home surroundings will not afford the same chances later, is the opportunity to see the best plays, hear the best music, see and hear noted men and women of the time very valuable. Not all such treats depended on Boston, however. The list of honored men and women who have come to Rogers Hall to speak especially to the girls is both long and impressive.

A unique element of these first years of the school was Miss Rogers' interesting presence. We all half understood the pathos of the little old-time figure, giving way to the pressure of a generation from which she hoped much, but whose ideals and outlook she could not understand. Although her heart must have sunk at times when we danced before a hurdy-gurdy, or climbed her picket fence entanglements to retrieve a ball, a faith in things hoped for made these last years bearable. Several times that first autumn, when she was settling into the House, so small for the treasures brought from the old home, I with other children sat on the packing boxes, watching the hanging of the large painting, even following her to the attic, while she piled away unused treasures. Our presence must have added much to the disquiet of her settling and not the least of her virtues was the gentleness and courtesy of her reception of her unwelcome visitors.

With high ideals was Rogers Hall started; it stood for good things, the best the last years of the 19th Century had to offer. What has developed since has been a natural outgrowth of these firm foundations.

The second period of the school's history, its years of expansion, began with the coming of the new century. Two years before, Miss Rogers died. To the last, her interest in the development of the school had been keen, although not without questioning as to modern methods. She had the courage to do what few people would do—to put aside her own present for a realization of the future. At least she must have felt that the goods of which she voluntarily divested herself would not be used by future generations for harmful purposes.

The spring following Miss Rogers' death, Founder's Day was instituted, a holiday in memory of her who made the school possible. From the first it has been the day, more than any other, that has made the Alumnae feel the call of their Alma Mater. The success of its program was such that it has been practically the same ever since—a talk about Miss Rogers, followed by field day sports and athletic contests, with a greatly appreciated luncheon at noon to which all are invited. Although I doubt if Miss Rogers ever would have pictured such a celebration of her birthday, no more wholesome one could have been devised, and it stands as the most popular day of the school year.

Three events of importance belong to the opening years of the century, each of which led to an expansion of the school's influence. The first of these was the establishment of "Splinters." For several years Mrs. Underhill had felt that a school paper not only would stimulate interest in literary attainments, but would act as a connecting link between the graduates and the

school. The first number of the magazine was published in December, 1900, followed during the school year by three other numbers. It is an expression of school life that from the first has won readers outside the school circle. No one who views it impartially can fail to see that it is a creditable publication and that it has done much to stimulate school spirit.

In the development of the school, the influence of the Alumnae Association should not be overlooked. The initial steps in the founding of the organization were taken in 1899. As by the rules of the charter all girls who had attended Rogers Hall one full year were eligible for charter membership, there were 120 in the first organization. At the first meeting in June, 1899, Eleanor Paul was chosen president and Anne Dewey Mann vice-president. After several years of a rather inactive existence, the society was re-organized in 1906 on a more successful basis. Biennial reunions were started and have each year drawn many of the Alumnae back to the school. The association is undoubtedly a great help in welding together the past and the future. In 1916 the Trustees granted the association's plea that one of its number be permitted to represent it on the Board of Trustees, and the same year the first Alumna Trustee was duly elected to hold office for two years. In recognition of its responsibilities to its Alma Mater, the association undertook the raising of a fund among its members to be used towards the erection of the new administration building so greatly needed by the school.

Of all the changes that have come to Rogers Hall, none is more important than the establishment

of Student Government. Mrs. Underhill believed that the dignity and morality of the girls would be better if they themselves were responsible for order and discipline. In 1901 partial self-government was started. Each house elected its president and advisory board to take charge of the order and discipline within its confines. The scheme had its short-comings, as was to be expected, but its success was great enough to encourage Miss Parsons in 1913 to re-introduce a system of real student government. A committee of the girls was chosen to draw up a constitution under which the school was to live. This was later ratified by Miss Parsons and the student body. According to this constitution, the government of the school is vested in a Council of Nine, four chosen from the Hall, three from the House, and two from the Cottage. These councillors, who are chosen by secret ballot, serve six weeks. They choose their president, vice-president, and secretary. The treasurer, who serves through the year, is chosen by the school. The council has power to make and enforce laws and regulations concerning study-hours, bounds, conduct in the houses and on the street, and eligibility to teams. It meets weekly to discuss the conduct of the girls and gives demerits for violation of rules. This system has done much to bring about a better understanding between the girls and the teachers. As one of the latter wrote in "Splinters," "No system ever produces perfection, but on the whole the order of the school under self-government has been as good as it was under faculty control. It has made Rogers Hall a better school and it develops in the older girls,

particularly in their last year, a balance of judgment, a wider sense of their social responsibilities, which is quite as important in preparing them for college and for the duties of good citizenship as the purely academic part of their education."

During these years the school was developing its physical possibilities. Already the white fences had been removed and replaced by tennis courts and a hockey field. In 1901, Miss Rogers' home was turned into a dormitory called "The House," and a year or two later, "The Cottage," another dormitory house was added, so that the school now has accommodations for fifty-five boarding pupils. From the students' point of view, the opening of a new gymnasium in 1901—not the present perfectly equipped building but the old Rogers' barn metamorphosed—was the change most appreciated. Basket ball could now be treated seriously. More important than the new building, even, in the improvement of athletic spirit, was the appointment of Miss McFarland as a regular instructor. Since 1901 she has been in touch with all the girls of the school, and too much cannot be said of the influence she has exerted in developing the higher ideals of athletic contest—uprightness, dependability, and courtesy. Under her initiation many forms of athletic expression have been tried out: Field Hockey, starting in 1901, still holds its own as the favorite autumn sport; riding has been popular whenever local conditions have made its indulgence possible; and hare-and-hound chases and skating find their way into favor every winter. In 1906 the much needed addition to the school-room

was built, and not long after the little rooms called A and B were turned into the present office. Almost every year some change has been made in the buildings to bring added comfort and convenience. In 1912 the most extensive increase in the school's facilities was added in the opening of the beautiful new gymnasium. Every year makes more evident its usefulness to the social and athletic life of the school. Its most treasured feature is the swimming-pool. To the returning graduate, nothing so impresses on her the mistake of having been born too early as the sight of that tempting green pool with its happy divers.

1909-10 was the last year that Mrs. Underhill spent at Rogers Hall as principal. The earlier rumors of her retirement were confirmed during spring term. To many of the girls it seemed as if Rogers Hall could not be Rogers Hall without her. Her thought and planning had brought the school from a doubtful venture to a well-established reality, and she did not leave it until she felt assured of its future. The last exercises in which she took part were simple in accordance with her desire. The "Splinters" editor of 1910 speaks thus of her going: "The age when the object of a boarding-school was to be as strict as possible has happily given way to the new kinds of which this school has been so conspicuous an example—the kind which aims to give as much liberty to the individual as is consistent with the welfare of the whole. Mrs. Underhill has always worked for this end. She has firmly believed that good work is not possible where the worker is not both happy

and well. The motto of our school under her leadership might fittingly be that of a certain well-known college, '*Mens sana in corpore sano.*' Whether Rogers Hall would be a success or not is a matter long since settled. We are deservedly proud of our record and confident of our future, and although we shall no longer have Mrs. Underhill with us, she has left with us the inspiration of her ideals which in the years to come will be carried out and realized."

All fears that Mrs. Underhill's going would bring about a decided change of policy were allayed with the knowledge that Miss Parsons was to carry on the school. Her assumption of the duties of principal has meant a following of former ideals extended to meet the new problems that have arisen. That she was the one to fill Mrs. Underhill's place none of us ever doubted, and each year has shown more conclusively her ability to meet changing conditions.

Nowhere are the broadening interests of the school more clearly reflected than in the school curriculum. During the early years, emphasis was placed on college preparatory courses. With the coming to the school of girls from widely separated parts of the country who do not desire college training, new courses of a more general character have been offered: advanced English and Literature, courses in European Literature, Foreign Travel, Current Topics, Psychology and, most important of all, the very popular courses in Home-Making, and Secretarial Training. To create in the work of these general courses the same zeal that is found among girls who

are preparing for college, Miss Parsons, in 1912, devised the Underhill honor system. Under this the standing of each girl is carefully kept and at Commencement medals are presented to the girls deserving of special recognition. At first there were only three honors given: one for highest academic standing; the second for the girl who combines scholarship with originality and productiveness, and the third (how pleased Miss Rogers would be!) goes to the girl who combines with academic excellence character and a positive influence for good in the school. Two years later two other medals were given: one for superiority in athletic ideal and attainment; the other for excellence in college preparatory work. The effect of the awarding of these prizes can hardly be overestimated. Each week-end the marks for the week are read before the school and those girls whose marks are below par must, during the two weeks following, study in the school-room. The significance of the medals becomes greater each year. They have done more than anything else toward the attainment of that ideal of high academic standing which is the final test of every efficient school.

When the influence of the war began to be felt, Rogers Hall emerged into its third period of activity, one that will never cease to be a gratification to all who have its success at heart. The school consciousness of social responsibility had developed very much under the new system of Student Government. Through it each girl began to realize that her individual will was subordinate to the will of the whole, and from her concrete experience better understood the

new stirrings of world responsibility that has come to us all. From the first there was never any question as to Rogers Hall's stand on the merits of the Allied cause. Hardly had the school term started before steps were taken to start a Red Cross Chapter, one of the first school chapters in the country. The work, begun in November, 1914, has reached proportions far beyond the expectations of its founders. All the numbers of "Splinters" for the year show the awakening spirit. The December editorial has for a subject the essentials of social service, the April number tells of the school's mid-winter activities, which include two entertainments to raise money for the Red Cross Chapter, and talks by Curtis Guild on Russia by Mary Antin, and by Miss Wiggin of the Consumers League. When one remembers how few were the workers in other Red Cross Chapters that first year of the war, Rogers Hall's stand is especially commendable.

With America's entry into the war, the school's activities multiplied. The treasurer's report for the year 1916-17 makes clear the effort of the girls. The total amount raised by them was \$719.00, \$600.00 of which was expended for supplies of gauze and wool, for the Christmas boxes for the soldiers in Mexico, for the support of four French orphans, for Blind Relief, for the expenses of the First Aid course, and for the purchase of a victrola to send to Gladys Lawrence for her hospital boys in France. \$50.00 was sent to purchase a Liberty Bond. The growing appreciation by the school of the seriousness of America's part in the war is noticeable in the account in "Splinters"

of the 1917 Commencement. The writer quotes the following from the Courier-Citizen's report of the Commencement exercises: "Never in the history of the school have the Commencement exercises been more appealing, more provocative of interest on the part of the public in the work of the school. The class of 1917 has sounded a distinct note of cheerful sacrifice and service in accord with the present day needs that, without being ostentatious, is pre-eminently inspiring and uplifting to the young people and older people alike." The "Splinters" writer remarks on this comment: "We are very glad that our Graduating exercises appealed to the outside in this light, for in spite of the fact that the Seniors are not, we hope, less joyous than other classes, they have tried this year to measure up to the needs of the times in which we are living."

When the school came together in October, 1917, the Twenty-fifth Anniversary of the Rogers Hall was celebrated. It was a fitting celebration: A banquet in the Hall for honored guests, trustees, and alumnae (with the undergraduates assisting), followed by formal commemoration exercises in the gymnasium. The principal address was given by Dr. Forbes of Phillips Andover, and Smith College, Abbot and Bradford Academies, and the Lincoln School each brought a friendly greeting. On the following day the alumnae continued their celebration by a day of festivities. Altogether it was a very joyful and appropriate celebration, and from the point of view of the alumnae thoroughly enjoyable.

In all propriety an account of the first twenty-five years of Rogers Hall should end here, but the work of the school during 1917-18 is essentially a development of the threads started the previous year. No one can read over "Splinters" for the year without being impressed with the influence the war has had on its material. Nearly every story and essay deals with it, and although the dances and athletic contests go on, war activities prevail. The June editorial is an appeal to every girl to serve during the summer in some form of war work, an appeal filled with convictions and sincerity. It ends with a call that should outlast the war, "Make up your mind to do something, for the great demanding cry of the age is 'Help somebody else!'"

In answer to this thought the Rogers Hall Athletic Club was started. Miss Parsons had hoped for several years that some use in the summer, for the benefit of Lowell, might be made of the Rogers Hall plant, so well equipped for healthful exercise. She easily won the consent of the Trustees to her plan for an athletic club for employed girls, who for two months should be given the advantages of the tennis courts, gymnasium and especially of the swimming pool. All doubts as to the desire of Lowell for such an advantage was quickly dispelled when six hundred girls enrolled. Miss Harrison stayed at the school all summer as director of the club, assisted by a trained Y. W. C. A. worker and numerous volunteers. The experiment fully justified Miss Parsons' contention. Rogers Hall, too, has benefited by coming more closely in touch with the community in which it is situated.

In more distant fields is Rogers Hall represented too. It is very proud of its honor flag with its 25 stars for girls serving in hospital, canteen, and laboratory within sound of the guns. It feels that it also ought to have another honor flag, one less glorious than the other, but filled with the numerous paler stars of those who in this country, without the stimulus of great deeds near at hand, are giving all their time, and more, to the drab but needful duties that go to make up America's share in the great struggle.

Now that the war is over, these possibilities for social betterment are not to be permitted to fall into desuetude. In the hope of promoting the "larger consciousness of women's responsibility to society in relation to civic betterment and to the wise and scientific administration of the home," Miss Parsons is offering in this year of 1918-19 a course in Citizenship and Social Service. It is a course that the new world sympathy is going to prove the value of, and it is greatly to Miss Parsons' honor that she has seen the need and anticipated it for the girls whom Rogers Hall will soon send forth. This is how Rogers Hall is expressing its faith in our national ideal. That it will continue to live at such a white heat of patriotism when the peaceful routine comes again is perhaps too much to expect, but that it will not lose entirely the ideals of these strenuous years, I feel sure. The future has yet to be proved, but the present gives us hope that Rogers Hall will still "measure up to the rules of the time" in which it shall be living.

A RETROSPECT

BY MISS PARSONS

The hundred years from 1819 to 1919 mark a century of marvelous progress in the development of educational opportunities for women in America. With our present knowledge of colleges, preparatory schools, and vocational schools of many types, it is hard to realize that in 1819, the date of Miss Rogers' birth, few schools existed for the education of girls. Bradford Academy was founded in 1803, but was for some years a co-educational school. Abbot Academy, at Andover, and the Emma Willard School, in Troy, N. Y., belong to the early years of the century. Perhaps the first school to grant diplomas to women was the Adams Female Seminary in Derry, N. H., a school in which those pioneers of educational development, Zilpah Grant and Mary Lyon were principals and in which they gained an experience of value in the later working out of educational theories at Ipswich and Mt. Holyoke. In the years from 1820 to 1860 a number of good schools, of the seminary type, among them Mt. Holyoke Seminary, were founded. After 1860 we have the period of the establishment of colleges for women, with Vassar College as the leader in this new educational experiment. Smith, Wellesley, and Bryn Mawr came into being shortly after, and the founding of these colleges marks a definite response to the demands of women for an education which should adequately meet their intellectual needs. A



OLIVE SEWALL PARSONS
Principal of Rogers Hall School
Since 1910

direct result of the establishment of the colleges for women was the founding of secondary schools which had for their specific object the careful preparation of girls for admission to college. Dana Hall, in Wellesley, Miss Capen's School, in Northampton, are among the earliest and best known schools of this class and prepared their pupils for Wellesley and Smith Colleges respectively. In 1892 the founding of Rogers Hall added another school to this class. In these private schools there was opportunity for the working out of educational experiments, there was thorough teaching, interest in the development of the individual, a careful oversight of the health of the pupil, and a training in character, through the give and take of community life which made the transition to the problems of college life less difficult.

That Miss Rogers decided to found a school of the type of Rogers Hall, is due largely to her having as adviser the Reverend John M. Greene, D. D., pastor of the Eliot Church. Dr. Greene had assisted Miss Sophia Smith in making plans for the founding of Smith College at a time when to many people the higher education of women spelled the most radical heresy. But Dr. Greene foresaw not only the coming need of trained workers among women but the increasing desire of women for wider intellectual interests. Smith College, with twenty-one hundred students, the largest college for women in the world, is a monument to his foresight. In advising Miss Rogers to found a school like Rogers Hall, Dr. Greene desired to assist in promoting secondary education by establishing a school for girls which

should prepare for college both on the side of scholarship and of character, and should also give to girls who desired training, other than that preparatory for college, a sound education in preparation for life outside school.

Miss Rogers did not plan to found a school in her lifetime, but owing to the establishment in Lowell, in 1891, of the Belvidere School for Girls, she changed her purpose and with great self sacrifice and personal discomfort gave up to the use of a school, the old home in which she had lived for many years, securing the co-operation of Mrs. Underhill, the principal of the Belvidere School, in the carrying out of her plan.

Prior to coming to Lowell, Mrs. Underhill had been head teacher in Miss Barr's School for Girls in Boston. She finally decided to give up this position in Boston because she desired to establish a school of her own in which she might find full scope for her executive ability and might develop her own ideals for the education of girls. She chose Lowell for the location of the school because she had friends here and because the city had no school of this type and seemed able with its wealth and population to furnish the necessary clientèle of parents who would appreciate and support a school which offered superior educational advantages for their daughters. Mrs. Underhill possessed a rare combination of qualities for pioneer work of this kind. She had a keen and brilliant intellect, initiative, enthusiasm, optimism, good health, and will power which saw obstacles only as something to be swept out of one's path. With this equipment on the side of constructive leadership, she also pos-

sessed beauty and personal charm and for every reason was admirably fitted to lead to victory the new enterprise.

The Belvidere School was located on the corner of Andover and Nesmith Streets, in the house then owned by Mrs. Henry Williams. It opened with twenty-one pupils and included one House Pupil, Elizabeth Bennett, the granddaughter of Mr. James B. Francis. Later in the year a second House Pupil, the daughter of Mr. C. P. Libby of Chicago entered the home. The Day Pupils included daughters from the families of Mr. Frederick Ayer, Rev. George Batchelor, Mr. Horace Coburn, Hon. Frederic Greenhalge, Mr. Joseph Ludlam, Mr. Thomas Nesmith, Mrs. Kate Martin, Mr. F. B. Shedd, Mr. Thomas Stott, Mr. E. C. Swift, Mr. J. Tyler Stevens, Mr. William Anderson, Rev. Alexander Blackburn. The people of Lowell were cordial to the new school and the year was a success so far as work and interest were concerned. But owing to the fact that Mrs. Williams was unwilling to renew the lease of her house a second year for school purposes, and that it was practically impossible to secure a suitable building, the prospects of continued existence for the Belvidere School seemed dark.

At this juncture came the conference between Miss Rogers and Mrs. Underhill which resulted in a proposal from Miss Rogers that the Belvidere School be transferred to her home and the Rogers Hall School be established in her lifetime. The previous year when Mrs. Underhill was making plans for the Belvidere School, Dr. Greene and Miss Rogers

had called upon her in Boston and suggested even then that she start the school for Miss Rogers instead of for herself. But Mrs. Underhill had so nearly matured her plans that she did not accept the proposal. After the school had been opened and had gained in reputation and interest, Miss Rogers again considered the possibility of making during her life the gift which she had intended to make after her death. There were many conferences before arrangements were concluded with Mrs. Underhill, the corporation of Trustees formed, and the plans for remodeling the building for school purposes made.

My first call upon Miss Rogers I remember well. Mrs. Underhill and I went over to see the house and were received by Miss Rogers and Mrs. Foss, her companion and housekeeper, in the room now used as the library. Miss Rogers was a little, bent old woman, dressed in black, with a shrewd, kindly face, and a glint of humor in her eyes which showed a native kindliness. She was not a woman easily deceived. She hated shams and hypocrisy, and would rather have you differ flatly than agree from motives of suavity. Mrs. Foss showed us through the house. The drawing-rooms, in spite of their dignified proportions, were unattractive, crowded with furniture and decorated with the ugly, gilt wall paper peculiar to the late seventies. The huge picture, showing the view of Fort Hill, stood on a massive easel, with an art scarf hanging droopily over one corner. The house had never been completely furnished and few of the rooms were used. But the house, well designed and well built, realized the am-

bition of the Rogers family to achieve a mansion which should worthily represent their name. Not long ago in looking over some papers I came across the memorandum of the contract for labor with specifications as to the finish of some of the rooms in the new house. Some were to be finished like rooms in Tappan Wentworth's house, others like those in the house of Kirk Boott. The house was built in the period of good models, fortunately for us, and has provided for Rogers Hall a home in which it has been easy to create an atmosphere of culture and good taste.

The summer of 1892 was a busy and trying one. It seems to me now a miracle that a woman of Miss Rogers' age, over seventy, who had been accustomed to a quiet and secluded life, should consent to move out of the family home, remodel it for a school and build a new home for herself. Miss Rogers insisted upon sleeping in the Hall even when she had only an old-fashioned, hard, horse-hair covered sofa to sleep or keep awake upon. When the new house was ready, she moved into it leaving her old home without expression of regret. But she must have found the final leaving a trial even for her stoical New England temperament.

As at first remodeled the Hall had the present arrangement in the main house with this exception that the room now used as the office was divided into two recitation-rooms, long known as A and B, and sacred to the teaching of Mathematics and of Latin. The ell was torn down and rebuilt. The first floor contained school-room, dining-room, and

kitchens, as at present although of smaller size. The second floor included bed-rooms and recitation-rooms, the third, gymnasium and art room. The gymnasium we should now consider a poor affair, but we had many good times in it and used it both as gymnasium and play-room.

Some of you may remember the outer aspect of Rogers Hall in its early days. The Hall looked much the same, but was surrounded by fences; fences in triple rows at the rear; fences between the Hall and Miss Rogers' house and barn; and an encircling fence about all. We had for campus only the small area to the southwest of the main building. Here was our one tennis court. Fortunately this was the era of the bicycle. Every girl owned a bicycle and many were the excursions we made on our wheels. Miss Rogers did not approve of bicycles any more than she did of dancing and often spoke grimly and a trifle hopefully of the possible danger to life and limb in such amusements. A favorite feat in those days was to ride round and round the maple tree in the circle in the concrete, and I fear that many a day Miss Rogers sat at her window and wondered at the crazy antics of the modern girl. For Miss Rogers did not, of course, understand that girls needed fun. In her girlhood the psychologic value of play had not been discovered. From early morning until late at night she had worked without thought of diversion.

During the early years of the school, Miss Rogers used to come to school functions, wearing the bonnet and veil which seemed a part of her personality.

She took a solid satisfaction in having as pupils in her school the daughters of so many of the Lowell people whom she knew, and was proud of the school's success and reputation. When the girls called upon her, she would usually receive them in kindly fashion and show them her treasures, but she did not believe in social "white lies", and could on occasion send down the message that she "felt cross" and did not wish to see the expectant caller. She sometimes told most interesting stories of the early life on the farm; of the cobbler's coming to make shoes for the family, of the tailor's visits, of how the girls used to make shirts for the "men-folks", of Sunday attendance at church when they carried luncheon to eat between services at the "rest-house." Of her mother, Miss Rogers always spoke with the deepest veneration and respect, and she treasured everything that belonged to the family whether valuable or worthless. Never would she allow her cow and horse to drink the city water, but every night and morning they were guided by Mr. Foss to the Rogers pump, and it was his task to pump a sufficient quantity of really pure water from the Rogers spring to satisfy their thirst. Miss Rogers loved to work in her garden, and we often saw her there in the springtime, working over flowers and vegetables. In her barn she had a coupé of most approved style and occasionally she would drive out in state. But more often she started out with Mr. Foss in the serviceable "democrat" wagon to transact her business. The story was current that in the spring she always went to the cemetery and swept out the family tomb.

On her birthday, May seventh, the girls usually called, and carried flowers. One year she would not see them, and after leaving their flowers outside they came back, disappointed. But we found later that she took the flowers in and treasured them. It was hard for a woman so reserved and reticent as Miss Rogers, who had never been used to the expression of appreciation, to receive it. But I think she was truly pleased to have the girls show their interest and would be glad to know that her birthday is the best loved holiday in the year.

The history of Rogers Hall from its founding to the death of Miss Rogers was one of outward success and of inward anxiety and difficulty. Rogers Hall was founded before the day of Textile or Normal Schools and at a time when to people outside, the word,—Lowell, signified only mills and their products. Yet even at this time, when with our contracted campus we had little to offer in the way of outside sports, we did attract pupils from cities like Chicago, Buffalo, Cleveland, and Boston. Their coming was due to the personality of Mrs. Underhill and to her ability to gather about her a group of women who made the home life of the school unusually delightful. But the years were hard and difficult.

At the death of Miss Rogers in 1898, the whole of her property came under the control of the Trustees, who have wisely assisted in the school's development by improving the plant and increasing the equipment. For a year legal difficulties prevented the use of Miss Rogers' bequest but as soon as these difficulties were removed, the House was equipped as a dormitory,

the old barn was remodeled for gymnasium purposes, the fences were taken down and suitable athletic courts laid out. At last we had a campus which provided adequately for outdoor sports. The school immediately responded to the advantages of improved equipment by increased registration. The third story of the House was next finished off to provide additional space for House Pupils. Later Mrs. Underhill rented a Cottage on Hanks Street which met our needs until we moved into the larger Cottage on Astor Street.

In 1910, Mrs. Underhill gave up her connection with the school after eighteen years of successful management in which she had put the new school on its feet, established its reputation for good scholarship, formulated on broad lines the ideals for which it should stand, and planned for it many improvements, some of which we have yet to realize. Rogers Hall is to be congratulated that it had for its first principal in the years which must form the character of the school a woman who united with intellectual ability, and executive power, the best traditions of New England culture.

In the last nine years the school has continued to prosper. We have built the gymnasium, made many permanent improvements, and plan to have the new recitation building as soon as conditions for building are favorable. On the side of instruction, we have extended and enlarged the advanced courses which have long been an attractive feature of the school. Rogers Hall has for some years offered College Preparatory, Academic, and Advanced Courses, the latter designed for graduates of High Schools who may wish two years of instruction and training

away from home. For the benefit of such pupils interesting courses in English, History, Languages, History of Art, and Psychology were first planned. Later were added courses in Domestic Science, and many brides have written in warm praise of the Rogers Hall Cookbook which saved them from the bride's usual culinary blunders. Last year, preparation for secretarial work was successfully given, and also courses which had for their definite aim the preparation of girls for intelligent citizenship in their home communities. The members of these classes were quickened mentally and morally by acquaintance however superficial with some of the conditions of life in our cities and towns and they have gained noticeably in seriousness of purpose.

In the twenty-seven years of life as a school, Rogers Hall has slowly but surely been developing a spirit or soul, that is distinctive, and is more and more marking our girls as a product of the school. This Rogers Hall spirit has found expression in many school activities, in "Splinters," in our Rogers Hall Chapter of the American Red Cross, in our system of Student Government, in our Athletic Clubs, in the Summer Athletic Club for Employed Girls, in our Alumnae Association with its splendid record of patriotic service both in this country and overseas. We are justly proud of our twenty-two alumnae who have served their country in Europe but we are equally proud of the hundreds who gave their services in many capacities at home.

What of the future? Will Rogers Hall stand as a permanent institution throughout the years, and

on the Bicentennial of the Founder's birthday show a worthy record of development and accomplishment? In these days of governmental questionnaire and investigation, all industries and institutions which from force of habit have classified themselves as of the essential class must without reserve search out the reason for their existence, and if they have no real and vital mission to perform, merge themselves in some institution or industry which can prove its value. How is it with the private school? Is Rogers Hall, a school for the daughters of the well-to-do, justifying its existence through its aims and ideals, in the training which it is giving the girls who come to it for instruction, and in the service rendered by its alumnae to community and country? In my opinion, a school like Rogers Hall *does* have a definite and substantial reason for existence. It will perform a work of undoubted service to the country as well as to the girls who come to it, if it recognizes a great opportunity in training for civic responsibility and service, the pupils who come from all sections of the country; for here they live in a miniature world where all conditions are favorable for inspiring impressionable minds and characters with patriotic ideals. A school of this character should develop leaders, eager and ready to do their part worthily in the larger life outside school. I have dreamed many dreams of the future development of Rogers Hall. Through the wise and efficient co-operation of Trustees, Faculty, Alumnae, and Pupils in the years to come, I look for the fulfillment of many of my dreams, and the continued life and prosperity of this memorial "more enduring than brass" to the generosity and wisdom of Elisabeth Rogers.

ROGERS HALL SCHOOL

1892—1919

ADMINISTRATIVE OFFICERS

Eliza Parker Underhill, First Principal	1892-1910
Olive Sewall Parsons, Associate Principal	1892-1910
Principal	1910-1919
Emma Grace Dewey, Associate Principal	1910-1912
Jeannette McMillan, Associate Principal	1913-1919
Mary Nesmith Parsons, Associate Principal	1913-1916
Annette J. Warner, Associate Principal	1912-1913
Dorothy B. Underhill, Assistant to Principal	1905-1910
Margaret O. Petterson, Secretary	1910-1919
Emma W. Thacker, Field Secretary	1916-1919
Emma A. Bagster, Matron	1911-1919

FACULTY

Bertha Allen, English, History and Science	1897-1898
Anna Annable, Mathematics and Science	1903-1906
Eleanor Arms, Primary Dept.	1898-1900
Ina Clayton Atwood, English	1911-1913
May Morrill Badger, Spanish and English	1916-1919
Marion M. Ballou, Mathematics and Physics	1918-1919
Anna Bernkopf, French and German	1904-1905
Mathilde von Beyersdorff, German	1913-1918
Magdaleine A. Borie, French	1908-1909
Gabrielle Bracq, French	1893-1896
Margaret T. Bulson, Latin, Psychology and Greek	1904-1909
Maria A. Busche, German, Art History, and History of Music	1908-1909
Louise Clark, Art	1916-1919
Harriet Coburn, Primary, English and History	1899-1906
Helen M. Cole, Elocution	1896-1897
Richard Wood Cone, Elocution	1910-1911
Elsie Powers Corwin, Elocution	1913-1918
Augusta Cuendet, French	1903-1908
Marguerite D. Darkow, Mathematics and Physics	1917-1918
Helen E. Davis, English	1917-1918
Emma Grace Dewey, Mathematics	1910-1912
Florence Durand, Gymnastics	1899-1900
Dorothy Ellingwood, Dancing	1906-1907
Bernice Everett, Mathematics and Science	1906-1907
William G. Fairweather, Military Drill	1899-1900
Alice Faulkner, English and History	1908-1913
Mabel Forrest, Science and Mathematics	1898-1904
Lucy Freeman, Mathematics and Science	1907-1910
George Garity, Military Drill	1898- $\frac{1}{2}$ yr.
Elizabeth H. Gerhard, French	1918-1919

Marie Gesselschap, Music	1894-1896
Johanne Glorvigen, Piano	1903-1913-'14-'16
Emma Grebé, Music	1898-1904
Helen Greene, Mathematics	1892-1893
Alexander Grieg, Military Drill	1898- $\frac{1}{2}$ yr.
Mabel Haywood Hall, Elocution	1907-1908
Edith Hamilton, English	1913-1916
Jane Nye Hammond, Drawing and Modeling	1892-1900
Joseph A. Handley, Mandolin	1905-1919
Florence L. Harrison, History, Literature and Current Topics	1908-1918
Henrietta Hastings, Dancing	1903-1905
Alfred Hennequinn, French	1896-1901
Helen Fairbanks Hill, Latin and Greek	1909-1919
Mabel Hill, Social Science, Civics and Bible	1917-1919
Margarethe Hochdörfer, German	1910-1913
Emma Huntley, Elocution	1892-1896
Michel Iatros, Italian	1898-1900
Julie Joerger, French	1910-1911
Fredericka Kalliwoda, French, German, and History of Art	1899-1903
Mary Goddard Kellogg, Dancing	1912-1919
Irene P. Kerwin, Voice	1902-1904
William Kittredge, Voice	1904-1907
Paul Kunzer, German	1896-1897
Helen Lambert, Science	1896-1897
Sara P. Linthicum, French	1911-1918
Mary E. Long, Piano	1892-1894
Frances H. Lucas, English, History of Art & Curr. Top.	1904-1911
Maud W. Macfarlane, Gymnastics	1901-1919
Laurin H. Martin, Arts and Crafts	1912-1916
Martha G. McCaulley, English and History	1892-1893
Jeannette McMillan, Science	1910-1919
Anna Irene Miller, English	1916-1917
Winifred Fiske Miller, English and History	1913-1915
Caroline Morse, Primary Dept.	1892-1894
Hope R. Mudge, Domestic Science	1910-1919
Anna Müller, French and German	1897-1899
M. Melanie Müller, Arts and Crafts	1913-1915
Blanche Hard Murphy, Stenography and Typewriting	1917-1919
Clara Nicoloy, German, Spanish, and Art History	1903-1904
Eleanor V. Orcutt, Mathematics	1912-1917
Elinor Palmer, Latin	1904-1905
Carolyn Belcher Parke, Violin	1905-1919
Mary N. Parsons, Greek	1913-1916
Olive Sewall Parsons, Latin and Greek	1892-1919
Eleanor Paul, English	1898-1902
Alice G. Pierce, Mathematics	1894-1895
Guiseppa Picco, Voice	1907-1910
Ada Pillsbury, Elocution	1900-1901
Mary E. Poole, English and Science	1902-1904
Mary E. Pope, Gymnastics	1900-1901
A. E. Prescott, Piano	1896-1898
Kate Puffer, Mathematics and Psychology	1900-1903
Anne Holmes Ruggles, Voice	1912-1919
Christine von Sarauw, French, German, Spanish, Danish	1902-1904
Julie Sarauw, German and Spanish	1909-1910

Helen Alford Shorey, Piano	1902-1904
Marguerite Souther, Aesthetic Dancing	1907-1908
Gertrude Stanley, Art	1900-1909
Mary Stowell, Piano	1897-1899
Grace Stratton, Mandolin	1894-1900
Marie Sundelius, Voice	1910-1912
Caro Cushing Taylor, English	1894-1897
Kathleen Thomas, Piano	1913-1914
Dorothy Underhill, Primary Dept.	1905-1910
Eliza P. Underhill, Mathematics	1892-1910
George C. Vieh, Piano	1916-1919
A. N. Van Daell, French	1892-1894
Kate Wallace, Gymnastics	1896-1898
Annette J. Warner, Art	1912-1913
Katherine N. Whitten, English, History and Literature	1917-1919
Helen Isabelle Williams, French and German	1892-1897
Sara J. Williams, Physiology and Hygiene	1892-1894
Jean Woodward, Voice	1894-1895
Helen M. Wright, Art	1897-1899
Caroline Wright, English	1908-1911, 1918-'19

OFFICERS AND MEMBERS OF THE CORPORATION

1892-1919

PRESIDENT

JOHN M. GREENE	1892-
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VICE PRESIDENTS

JAMES B. FRANCIS	1892-1892
GEORGE F. RICHARDSON	1892-1911
A. ST. JOHN CHAMBRE	1911-1911
CHARLES A. STOTT	1912-1913
ALLAN C. FERRIN	1913-1918
APPLETON GRANNIS	1918-

TREASURERS

CHARLES H. ALLEN	1892-1900
EDWARD S. HOLDEN	1900-1902
CLARENCE W. WHIDDEN	1902-1915
JOHN F. SAWYER	1915-

CLERKS

JOSHUA N. MARSHALL	1892-1895
SAMUEL P. HADLEY	1895-1902
JOHN J. PICKMAN	1902-1903
JAMES F. SAVAGE	1903-

MEMBERS

ELISABETH ROGERS	1892—1898
JOHN M. GREENE	1892—
GEORGE F. RICHARDSON	1892—1912
SEWALL G. MACK	1892—1903
FREDERIC T. GREENHALGE	1892—1896
JAMES B. FRANCIS	1892—1892
CHARLES A. STOTT	1892—1913
MALCOLM MCG. DANA	1892—1895
SUSAN F. FOSS	1892—1912
JOHN CUMMINGS	1892—1898
MARY P. C. CUMMINGS	1892—
JOSHUA N. MARSHALL	1892—1895
CHARLES H. ALLEN	1892—1902
SAMUEL P. HADLEY	1892—1902
CYRUS RICHARDSON	1895—1908
EDWARD ABBOTT	1895—1898
EDWARD D. HOLDEN	1896—1902
A. ST. JOHN CHAMBRE	1898—1911
JULIA A. EASTMAN	1899—1910
FRANK A. HILL	1899—1903
JOHN J. PICKMAN	1902—1912
ARTHUR G. POLLARD	1902—
CLARENCE W. WHIDDEN	1902—1915
FRANKLIN NOURSE	1903—
JAMES F. SAVAGE	1903—
GEORGE H. MARTIN	1904—1917
FREDERICK LAWTON	1904—
OATES C. S. WALLACE	1908—1909
ALLAN CONANT FERRIN	1909—1918
NANCY P. H. ROBBINS	1910—1919
JOHN JACOB ROGERS	1912—
APPLETON GRANNIS	1912—
MARY EASTMAN	1912—
EDITH STOTT	1913—
CHARLES S. LILLEY	1913—
JOHN F. SAWYER	1915—
HARRIET COBURN	1916—
ARTHUR T. SAFFORD	1917—
HENRY W. BARNES	1918—

NOTE.—The name of the corporation was changed June 1, 1915, from "The Rogers Hall" to "The Trustees of Rogers Hall."

MEMBERS

ELISABETH ROGERS	1892—1898
JOHN M. GREENE	1892—
GEORGE F. RICHARDSON	1892—1912
SEWALL G. MACK	1892—1903
FREDERIC T. GREENHALGE	1892—1896
JAMES B. FRANCIS	1892—1892
CHARLES A. STOTT	1892—1913
MALCOLM MCG. DANA	1892—1895
SUSAN F. FOSS	1892—1912
JOHN CUMMINGS	1892—1898
MARY P. C. CUMMINGS	1892—
JOSHUA N. MARSHALL	1892—1895
CHARLES H. ALLEN	1892—1902
SAMUEL P. HADLEY	1892—1902
CYRUS RICHARDSON	1895—1908
EDWARD ABBOTT	1895—1898
EDWARD D. HOLDEN	1896—1902
A. ST. JOHN CHAMBRE	1898—1911
JULIA A. EASTMAN	1899—1910
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MARY EASTMAN	1912—
EDITH STOTT	1913—
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